

Katy Independent School District

Hutsell Elementary

2023-2024 Improvement Plan



Mission Statement

Hutsell Elementary's Mission Statement

The mission of Hutsell Elementary School is to provide an educational program offering each child the opportunity to develop individual abilities intellectually, physically and socially within a cooperative, challenging, yet nurturing environment. The faculty, staff, parents, and volunteers are committed to developing lifelong learners who are productive, self-reliant and caring citizens. With the belief that all students in our diverse population can achieve success, there is no doubt that...Hutsell is the place to be!

Vision

Hutsell's Campus Vision is "Growing Every Student" through:

- Targeted Small Group Instruction
- Differentiated Instruction
- Student Engagement
- Building Relationships
- Explicit Instruction

Theme

Hutsell's Theme is BUILDing Leaders.

Be your best self

Uplift and encourage others

Ideas and Opinions are respected

Learn from mistakes

Do it today and everyday!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Hutsell's Campus Needs Assessment was developed jointly with a community of stakeholders providing valuable input during several committee meetings. Stakeholders included community members, parents, teachers, para-professionals, school leadership (Principal, Assistant Principal, and Instructional Coaches), Title I teachers, and the district appointed C.A.T. member. On May 11, 2023 Hutsell conducted our final C.A.T. meeting of the year. During this meeting data was shared and members were able to analyze the data to provide input in all four areas of the CNA. The agenda, minutes, and sign-in sheets for the C.A.T. meeting are attached as an addendum in this year's C.I.P. In addition, school leadership met on the following dates 5/23/23, 5/25/23, and 6/1/2023 to discuss STAAR results and determine needs based on the results. Leadership also met with district Title I Specialist Vivian Muldane to review the CNA and CIP on 6/15/2023 via Zoom.

Stakeholders:

Shaunta Smith - Principal

Ariel Ortega - Assistant Principal

Rocio Sokol - Assistant Principal

Cynthia Schwartz - Title I

Katherine Hodgins - Counselor

Linda Garcia - ELA Instructional Coach

Christian Chavez - Math/Science Instructional Coach

Cassidy Rodriguez - Science Lab/Title I

Michelle Luster - District Representative

Vivian Muldane - District Title I Specialist

Bradford Hamm - Community Member
Carol Weidner - Community Member
Dawn Wiedeman - Non-Teaching Professional Staff
Araceli Quintero - Para-professional
Ana Betanzos - Para-professional
Elizabeth Wagner - Parent
Yolanda Gallegos - Parent
Margarita Bhattadamy- Parent
Jenny Broussard - Parent
Maria Jackson - Parent
Jon Broussard - Parent
Katelynn Hancock - Librarian
Wafa Alkowni - SPED Teacher
Tosha Jones - Behavior Support/SPED
Jennifer Bilanoski - Teacher
Sarah Barnes - Teacher
Yvonne Voorhees - Teacher
Milvia Waller - Teacher
Diego Restrepo - Teacher
Blanca Yanez - Teacher

Data Documentation:

Demographics - TAPR Report, Student demographics from Principal Dashboard, discipline records, attendance and Mobility reports

Student Learning - STAAR Preliminary Results, CBA and DLA data for Math, ELA, Science, Retention/Placement data from Counselor

School Processes & Programs - School data/information regarding school programs, MTSS data, community input

Perceptions - school surveys, teacher, community, parent input from CAT meetings

Demographics

Demographics Summary

Hutsell Elementary opened in 1978, making this our 45 year for providing instruction to a diverse group of students from many cultural and socio-economic backgrounds. Our EC - 5th Title I bilingual campus is located in the heart of Katy. Katy ISD continues to be recognized as one of the best school districts in the Houston Metropolitan Area. The district is one of the fastest growing districts in the state of Texas. Hutsell Elementary is a highly diverse campus which represents our local community. We are a neighborhood school serving a working community.

Hutsell ended the 2022-2023 school year with 903 students enrolled on campus, and we currently have over 847+ students pre-registered for 2023-2024.

Our highest demographic student group is Hispanic with 67.6%. Our second largest group is White with 23.0%. The last published mobility rate was 12.2% (2021-2022) compared to the district's mobility rate of 11.0%. Hutsell mobility rate is 1.2% higher than the district's rate.

Hutsell's attendance rate was 96.6% which is above the state requirement of 95%. Our attendance rate was also above the districts rate of 95.6%. Maintaining above the required attendance rate as well as tardies will continue to be a school focus. The campus will continue to strive to build strong partnership with parents to maintain the attendance rate and decrease tardies. Hutsell Elementary's student population groups include 46.3% English Language Learners (EB/EL), 2.5% Gifted and Talented, and 21.30% Special Education. Additionally, our economically disadvantaged group has remained consistent. The percentage for last year was 68.6% and this year it is 71.7%. Students identified as at-risk are 66.6% of our student population.

Demographic History:

Student Group	TAPR		TAPR		TAPR		TAPR	
	2018-2019		2019-2020		2020-2021		2021-2022	
	% Enrolled	Change from Prior Year	% Enrolled	Change from Prior Year	% Enrolled	Change from Prior Year	% Enrolled	Change from Prior Year
African American	4.1%	+0.30%	5.30%	+1.20%	5.40%	+0.10%	5.60%	+0.20%
Hispanic	68.6%	-0.80%	65.1%	-3.50%	66.7%	+1.60%	67.6%	+0.90%
White	25.6%	+1.60%	27.3%	+1.70%	25.1%	-2.20%	23.00%	-2.10%
American Indian	0.30%	+0.00%	0.10%	-0.20%	0.10%	+/-0.00%	0.00%	-0.10%
Asian	0.40%	-0.40%	0.40%	-0.00%	0.30%	-0.10%	0.30%	+/-0.00%

Student Group	TAPR		TAPR		TAPR		TAPR	
	2018-2019		2019-2020		2020-2021		2021-2022	
	% Enrolled	Change from Prior Year	% Enrolled	Change from Prior Year	% Enrolled	Change from Prior Year	% Enrolled	Change from Prior Year
Pacific Islander	0.00%	-0.10%	0.00%	-0.00%	0.10%	+0.10%	0.10%	+0.00%
Two or More Races	1.0%	+0.10%	1.8%	+0.80%	2.3%	+0.50%	3.40%	+1.10%
Eco Disadvantaged	68.00%	+3.00%	68.2%	+0.20%	68.6%	+0.40%	71.70%	+3.10%
EB/EL	47.5%	-1.30%	44.3%	-3.20%	46.3%	+2.00%	46.30%	+/-0.00%
At Risk	65.6%	-9.10%	72.2%	+6.60%	64.3%	-7.90%	66.60%	+1.70%
Special Ed	18.9%	+0.30%	25.2%	+6.30%	21.9%	-3.30%	21.30%	-0.60%

Hutsell Elementary School continues to place a high priority in employing a high-quality, talented staff. Every elementary school has movement within their campus. We gain teachers new to the profession and teachers taking advantage of different positions within the school and throughout the district. Ten new teachers, one new Instructional Coordinator, a new counselor, and new Assistant Principal joined the Hutsell Elementary family this year. Katy ISD provides the New Teacher Academy at the beginning of the year and supports a campus mentoring program.

All teachers will attend professional development sessions throughout the year. The professional development sessions will be based upon the needs identified in this improvement plan and will be provided by our own teacher leaders, the campus instructional coaches, campus administration, district level specialist, and a few outside professionals. It is important at Hutsell Elementary to provide ongoing, very targeted, job-embedded professional learning. This year Hutsell will continue to provide training on data-driven instruction and social emotional learning. Based on our diverse campus, more training in the area of differentiated instruction is needed to support the range of academic needs in the classroom. Due to our high ELL/LEP population, trainings on Language Arts and vocabulary development continues to be a need. In addition to professional development, the weekly Grade Level & Team PLC meetings reinforce professional development by discussing key ideas from learning and how to implementation, student data analysis, and grading.

Demographics Strengths

Hutsell Elementary has many strengths. Some of the most notable demographics strengths of our students include:

- Many families move into our area just so their children can attend KISD schools. Because our families value education, we have many supportive parents and students who are committed to success.
- The attendance rate continues to increase. Our attendance rate is consistently above the state requirement of 95%.
- Students at Hutsell Elementary are very accepting of new students regardless of race or ethnicity.

Hutsell Elementary has many strengths. Some of the most notable demographics strengths of our staff include:

- Our staff demographics are a representation of our student body.
- Grade level PLCs strengthen instruction throughout data analysis, the alignment of the curriculum, and lesson planning.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Over 30% of Hutsell students receive special services through Resource and/or In-Class Support. Our SPED population historically score significantly below other student groups on local and state assessments. **Root Cause:** Teachers are not properly equipped with the skills needed to differentiate instruction based on the the various needs of students receiving special education services.

Problem Statement 2 (Prioritized): 65% of Hutsell's student population are considered at-risk and 71% of the population is economically disadvantaged which results in lower academic achievement. **Root Cause:** Differentiated small group learning needs to take place daily and more consistently to meet the needs and support struggling learners, and teachers are not teaching Tier 1 and Tier 2 instruction with fidelity.

Problem Statement 3 (Prioritized): Over half of our student population (45.2%) is Limited English Proficient, indicating a need for instructional strategies that go beyond direct verbal instruction. **Root Cause:** Teachers are in need of professional development on teaching strategies designed to reach LEP students.

Student Learning

Student Learning Summary

The Accountability Data Summary addresses the following three domains: Student Achievement, School Progress, and Closing the Gaps. For the 2022-2023 school year, Hutsell Elementary received the following scores:

- Domain 1 – Student Achievement: Scale Score = 00%
- Domain 2 – School Progress: Scale Score = 00%
- Domain 3 – Closing the Gaps: 00%
 - Academic Achievement Status = 00% (Meets & Masters)
 - Academic Growth = 00%
 - EL Proficiency Status (TELPAS) = 00%
 - Student Success Status (Federal Targets) = 00%

Students in grades 3rd - 5th did participate in the STAAR this school year. This school year Hutsell conducted all STAAR testing online. The change in testing format will have an impact on score results.

HB3 goals focus on 3rd graders meeting Federal Targets in Reading and Math. For the 2022 - 2023 school year, the percent of Hutsell students who would achieve meets or above in Reading was supposed to increase from 43% to 50%. Overall, we did not meet this goal with 00%. For the 2022 - 2023 school year, the percent of Hutsell students who would achieve meets or above in Math was supposed to increase from 39% to 51%. Overall, we did not meet this goal. Only 00% of third graders achieved a "meets" or above.

STAAR Data:

2022-2023 READING STAAR PRELIMINARY RESULTS			
Grade Level	“Likely Did Not Pass”	“Zone of Uncertainty”	“Likely Passed”
3 rd	5.1%	31.4%	63.5%
4 th	14.8%	40.2%	45.1%
5 th	1.7%	25.8%	72.5%
HE OVERALL	7%	32%	60%
DISTRICT	3%	17%	80%

2022-2023 MATH STAAR PRELIMINARY RESULTS			
Grade Level	“Likely Did Not Pass”	“Zone of Uncertainty”	“Likely Passed”

2022-2023 MATH STAAR PRELIMINARY RESULTS

3 rd	4.4%	44.5%	51.1%
4 th	14.8%	34.4%	50.8%
5 th	0.8%	42.5%	56.7%
HE OVERALL	7%	41%	53%
DISTRICT	4%	27%	69%

2022-2023 SCIENCE STAAR PRELIMINARY RESULTS

Grade Level	“Likely Did Not Pass”	“Zone of Uncertainty”	“Likely Passed”
5 th	11.7%	43.3%	45%
DISTRICT	6%	31%	63%

2022 STAAR MATHEMATICS

3 RD GRADE				4 TH GRADE				5 TH GRADE			
DNM	APP	MEETS	MSTR	DNM	APP	MEETS	MSTR	DNM	APP	MEETS	MSTR
37%	63%	39%	22%	36%	64%	13%	23%	27%	73%	31%	14%

2022 STAAR READING

3 RD GRADE				4 TH GRADE				5 TH GRADE			
DNM	APP	MEETS	MSTR	DNM	APP	MEETS	MSTR	DNM	APP	MEETS	MSTR
28%	72%	43%	26%	28%	72%	45%	19%	22%	78%	49%	27%

2022 STAAR SCIENCE

3 RD GRADE				4 TH GRADE				5 TH GRADE			
████	████	██████	██████	████	████	██████	██████	DNM	APP	MEETS	MSTR
████	████	████	████	████	████	████	████	45%	55%	19%	8%

When reviewing 2022 - 2023 STAAR data, there is a significant decline in all 3rd - 5th grade tested subject areas tested obtaining a "meets"

or "masters" performance level. Overall the two student populations with the biggest decline is our "Hispanic" and "sped" student groups. Hutsell needs continued focus on ALL student groups making academic progress. No student population groups met Federal Targets for Math. The results also show that a large percentage of our students are not making expected growth, especially in the "Meets" and "Mastered" categories.

Hutsell Elementary has a high Hispanic student population. Students' lack of language development and academic language impacts students' achievement. TELPAS data indicates that there is a continuing need to focus on developing language skills for our ELs.

TELPAS Data:

Hutsell's Student Progress Scoring Advanced or Higher												
Area	2 nd Grade			3 rd Grade			4 th Grade			5 th Grade		
	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022
Composite	COVID	43%	83%	COVID	61%	92%	COVID	63%	82%	COVID	75%	76%
Listening	COVID	75%	71%	COVID	87%	64%	COVID	71%	53%	COVID	80%	70%
Speaking	COVID	19%	59%	COVID	27%	39%	COVID	48%	65%	COVID	54%	95%
Reading	COVID	41%	67%	COVID	49%	49%	COVID	68%	36%	COVID	71%	41%
Writing	COVID	36%	40%	COVID	53%	64%	COVID	62%	40%	COVID	68%	57%

<i>Progressed At Least One Proficiency Level</i>			
	2020	2021	2022
2 nd Grade	<i>COVID</i>	<i>COVID</i>	41%
3 rd Grade	<i>COVID</i>	<i>COVID</i>	32%
4 th Grade	<i>COVID</i>	<i>COVID</i>	37%
5 th Grade	<i>COVID</i>	<i>COVID</i>	55%

The Beginning of the Year Fountas and Pinnell Reading Assessments consistently reveal English Language Learners are entering the subsequent grade levels significantly below the expected reading level expectation in both English and Spanish in grades K-5. TELPAS Summary data indicates half our students are not meeting the criteria to progress one proficiency level, an even greater number of students are not progressing more than one proficiency level. Students reaching the Advanced level in the TELPAS Composite plateau struggling to make

the gains necessary to become Advanced High, and English proficient.

Student Learning Strengths

- Hutsell Elementary received 2022-2023 Texas Accountability Rating of a "?".
- Progress in TELPAS (Composite/Speaking) all grades.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Data from the 2022 STAAR Test indicate that our white student group is scoring below the federal targets in reading, math, and science in 3rd, 4th, and 5th grades. **Root Cause:** Teachers are lacking training in providing instructional strategies that support schema, vocabulary, experiences, and ability to apply classroom experiences to real world scenarios impact student achievement in an academic setting.

Problem Statement 2 (Prioritized): Sped scores in grades 3rd, 4th, and 5th grade were significantly lower than non-Sped scores on 2022 STAAR in Reading, Math, and Science. **Root Cause:** With an increasing special education population, there is a need to identify student understanding on the continuum/progressions and plan instruction utilizing resources to meet individual student needs.

Problem Statement 3 (Prioritized): The percentage of 5th grade students that score a "Meets" or "Masters" on the Science STAAR scores have consistently fallen below the district average. **Root Cause:** Science instruction is not being implemented with fidelity across all grade levels for the district aligned curriculum.

Problem Statement 4 (Prioritized): Data from the 2022 Math STAAR indicates that all student groups scored below the federal targets for math in 3rd, 4th, and 5th grades. **Root Cause:** Teachers are lacking training in providing instructional strategies that support schema, vocabulary, experiences, and ability to apply classroom experiences to real world scenarios impact student achievement in an academic setting.

School Processes & Programs

School Processes & Programs Summary

Hutsell Elementary continues to look forward to continuing and improving our existing school processes and programs, as well as implementing new processes and programs in areas that were revealed due to the pandemic. Processes and programs that impact the following areas are a top priority:

- Addressing Academic Progress and Gaps
- Addressing Students' Social Emotional Needs
- Increasing Students Engagement during Instruction
- Monitoring Health & Safety
- Engaging Parents & Families
- Building a Positive School Culture

Hutsell's Campus Theme - "Building Leaders!"

B - Be your best self

U - Uplift & encourage others

I - Ideas & opinions are respected

L - Learn from mistakes

D - Do it today & everyday

Hutsell's Campus Focus - Quality "First Teach" through:

- Planning
- Preparation
- Presentation

Hutsell Elementary has a proud history of diversity amongst students and staff. The faculty, staff, parents, and volunteers are committed to developing lifelong learners who are productive, self-reliant and caring citizens. Hutsell Elementary is highly committed to its school mission, vision, and core values. We serve a community that needs considerable support. Hutsell Elementary encourages teachers to create a safe and risk-free learning environment by promoting the concept of growth mindset for learning. Our commitment is to keep students at the center of all actions and decisions. When our students fail to meet academic benchmarks, adjustments will be made within instruction, the

school context, and organization. We work hard to ensure that instructional time is protected. The Master Schedule for this year was developed by leadership with input from Team Leaders to minimize interruptions, support the new literacy framework, and maximize instructional time in the classroom. Morning Meetings have been included in the Master Schedule.

Hutsell Elementary School's core curriculum includes language arts, mathematics, science, social studies, art, music, and physical education. A balanced literacy framework based on The Science of Teaching Reading is the vehicle used to deliver language arts instruction and includes shared, guided, and independent reading, writing, phonics, and read alouds. The workshop model of instruction is used during reading, writing, and math. Hutsell will continue implementing a science laboratory classroom to reinforce science concepts in grades K - 5. This school year Science Lab will be included in the Specialist Rotation Schedule for PK-5th grade. The lab follows the 5E and C-E-R Models and utilizes hands-on instruction. Hutsell Elementary also incorporates the district's elementary counseling program "PurposeFull People" by Character Strong that facilitates the cause of social emotional learning and character education. These strategies and approaches are valuable to help people connect with our school – kids, staff, and families. This year we will be incorporating Ron Clark's House System to support social emotion learning, positive school culture, and student engagement.

Each grade level has Academic Extension (AE) included in their daily schedule. AE time provides an enriching and challenging learning program to engage academically able students. It is also a time for students who show academic needs to receive supplemental support to close academic gaps. This year, campus leadership developed an AE Framework outlining specific practices that teachers should incorporate during this time to maximize student learning. Support may be provided by the classroom teacher or by an Academic Support Teacher. Leadership developed a Master Schedule that continued the practice of two AE times of 30 minutes each in grades 1 - 5. Data shows that over 50% of our students receive dual services, so this schedule will allow Academic Support Teachers (AST) to provide both Reading and Math Interventions to students who demonstrate a need for both. The Curriculum, Instruction, and Assessment focus at Hutsell Elementary is guided by the Katy I.S.D. Year at Glance Elementary Curriculum and Instruction Guide. Campus level desegregation depends on plotting of critical skills and expectations at the beginning of each formative assessment based on analysis of student need and curricular expectations.

HB3 Goals are Early Childhood Literacy and Mathematics Proficiency, it has been recommended to establish BOY and EOY check points throughout the year to measure student progress at all grade levels. Kindergarten through second grade focus upon ISIP, Amira, Dream Box, TX Kea, TPRI/TEJAS LEE. Third through fifth grade focus on STAAR, Amira, EDL Assessments for Spanish students currently served in Bilingual Program (3rd – 5th), Amira, Dream Box, District Level Assessment (DLA) and campus common assessments. Special courses and programs such as physical education, music, special education, dyslexia and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students.

The Multi Tiered System of Supports (MTSS) is the process for identifying students who need academic and behavior intervention. Student progress is monitored and students are served depending on individual needs. Multi Tiered System of Supports committee meetings will be held every nine weeks throughout the school year during grade level planning times to discuss students' currently receiving intervention. The committee will be lead by the Instructional Coordinator who will be funded with ESSER funds. Teachers use classroom and campus assessment data to identify students that are performing below grade level. If the data has shown that after teachers have implemented Tier I strategies in the classroom and students are not making academic progress, they request a MTSS Collaboration Meeting. These meetings are held with the MTSS Coordinator, Classroom Teachers, and Academic Support Teachers. Questions are asked about what is being done to address these students' needs.

- Are they making progress?
- What interventions are being used?
- What parent communication is being conducted?

The eSTAR program is used to gather information about each student. If it is determined that students need more support, goals are set, and an intervention plan is created. Students, goals, and intervention plans are monitored every nine weeks.

Bi-weekly grade level PLCs and weekly lesson planning are held with the leadership team and instructional coaches. These grade level learning communities target explicit instruction delivery, data review, long-range planning, and professional learning. Professional learning days have been built into the District Instructional Calendar. Professional development opportunities will be based upon the needs identified in this Campus Improvement Plan and will be facilitated by campus teacher leaders, campus instructional coaches, campus administration, or outside professionals. It is important at Hutsell Elementary to provide ongoing, targeted, job-embedded professional learning. Paraprofessionals are included in all staff development days. Grade levels, the Specials team, and Comp Ed teachers all have a daily common planning time.

Hutsell is excited to continue a variety of supplemental programs to assist our students' needs: “Read, Deed, Run”, Tutorials, Student Council, Young Men of Honor, and Busy Bees.

While the federal mandate for highly qualified requirements has now expired, Hutsell Elementary School continues to place a high priority in employing a high-quality, talented staff. Seven new teachers joined the Hutsell Elementary family this year. Katy ISD provides the New Teacher Academy at the beginning of the year and supports a campus mentoring program.

School Processes & Programs Strengths

Hutsell Elementary has identified the following strengths:

- A campus wide theme - "Building Leaders!"
- A campus wide focus - Quality "First Teach" through (1) Planning, (2) Preparation, and (3) Presentation
- A strong MTSS Process that maximizes the number of students receiving intervention services
- Planning in PLCs
- Teachers ability to identify strategies for students in Tier 1 and Tier 2
- The ability to interpret and use common assessment data to drive instructional decisions.
- The Hutsell Elementary staff values professional development and seeks opportunities to participate in staff development outside of what the district requires.
- Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning, and the pacing calendar.
- Monthly Faculty Meetings are held with staff to dialog and collaborate about campus concerns.

- Interruptions to the instructional day are kept to a minimum
- Safety drills are performed frequently and efficiently
- Block Teachers from 1st Grade through 5th Grade
- Technology Resources are plentiful at Hutsell.

Additional strengths include:

The latest TAPR confirms that the number of Hutsell Elementary teachers with 11-20 years of experience is 37.7%. This is above the District (29.3%) and State (28.6%) percentages.

The latest TAPR confirms that the number of Hutsell Elementary teachers 20+ years of experience is 14.7%. This is above the District (12.3%) and State (13.2%) percentage.

36.4% of our teachers are Hispanic and 56.6% are white. This is a strong representation of Hutsell's student population.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Formative and summative assessment data is not being used consistently to guide small group instruction. **Root Cause:** Additional training on how to analyze data is needed. Once staff improve their ability to analyze student data, they can utilize the results during their grade-level PLC to plan effective instruction to address all student needs.

Problem Statement 2 (Prioritized): Bright Bytes data suggest that teachers do not fully understand the four Cs of technology integration (communication, collaboration, creativity, and critical thinking); therefore, students are not always given the opportunity to utilize technology to apply higher level thinking skills to their learning. **Root Cause:** Hutsell is fortunate enough to have a large quantity and variety of technology resources on campus; however, the staff needs continued professional development on how to integrate the use of devices and applications into lessons plans to promote higher level thinking.

Perceptions

Perceptions Summary

Hutsell Elementary is dedicated to creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with the school in educating Hutsell students. Our programs recognize a variety of parenting traditions and practices within the school community. The campus provides Spanish and English translations on the website and in print. We also provide interpreters during school events, especially for those earlier in the year, such as registration and Meet-the-Teacher Night. We make sure that our routines are consistent, including sending Take-Home-Folders every week. An increased use of technology and social media has been utilized to communicate important school information with parents and the community. This year, parents will continue to receive the campus newsletter electronically via Smores in both English and Spanish.

Parents and community members are able to engage in school programs, activities, and events. This ranges from WATCH D.O.G.S., Title I events, or simply being able to enjoy lunch with their child(ren). Community programs like KEYS Mentors, PALS, and Take me Fishing Hutsell will be able to resume as well. All of these events and programs are part of what makes Hutsell “a great place to be!”

Hutsell’s parents and our community members are also an integral part of the school’s decision-making process. The school PTA wants to continue their mission to make every child’s potential a reality by engaging and empowering families and communities to advocate for all children. Hutsell’s PTA works diligently throughout the year to promote the collaboration and engagement of families and educators in the education of our students. In addition to the PTA, parents and community members serve on school committees that assist in the school’s decision-making process. One example is the Campus Advisory Team Committee (C.A.T.), which serves in an advisory role to campus leadership regarding important school matters. Our campus also has a plethora of community partners who donate their time and resources to help meet the needs of our students and families. Without our parents and community support, input and involvement, Hutsell Elementary would be missing a key component that makes our campus operate at a high caliber.

One of the core beliefs at Hutsell Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. With this in mind, the entire campus will eventually operate under what we call Mindset for Learning. The campus motto is, "Hutsell Elementary is the Place to Be." Students are taught that excellence is the habit to achieve. Personal management and behavior expectations are explicitly taught, modeled, and practiced.

Teachers and other staff receive training on best practices to ensure that a healthy classroom climate is created and maintained. The training also includes strategies for improving instructional delivery and knowledge of content area standards (TEKS) to ensure that academics remain the primary focus. Teachers carefully reflect on the purpose, appropriateness, and relevance of teaching practices and classroom procedures/routines. If students feel valued and respected, they are usually more willing to comply with teachers’ directives. Students use the Hutsell Hornet Pledge every morning as a reminder of school expectations.

Building Leaders!

B - Be your best self

U - Uplift & encourage others

I - Ideas & opinions are respected

L - Learn from mistakes

D - Do it today & everyday

CHAMPS, which is a part of the Safe and Civil Schools Program, continues to be implemented and monitored school-wide. CHAMPS is a collection of strategies designed to create productive, safe and respectful learning environments. The key benefits of CHAMPS are:

- Teachers establish clear expectations with logical and fair responses to misbehavior.
- Teachers spend less time disciplining and more time teaching.
- Teachers learn tools to motivate students to do their best.
- Students are taught how to behave responsibly.

The PBIS program will be continue this school year as well. The discipline management program provides campus-wide social skill lessons and establishes students' expectations. Through the PBIS program, Hutsell has implemented routines and procedures. Due to an increase in behavior incidents in previous years and the impact that the COVID-19 pandemic has had on students' mental health, the campus will continue to expand the program to encompass Social Emotional Learning (SEL). The data collected has allowed us to identify T2 and T3 behavior concerns and students who may need additional screening to identify deeper concerns. In addition to the already established PBIS framework, Trauma Informed Practices will be implemented to offer intensive support for students.

Perceptions Strengths

Hutsell Elementary works hard to maintain these strengths:

- Improved parental involvement by holding numerous events such as: Meet the Teacher/Title I Parent Orientation, Grade Level Parent Meetings
- Hold events to inform our parents about how they can impact their student's achievement: Multicultural Night, Pastry with Parents, CATCH Night, and S.T.E.M. Night.
- Host the fifteenth annual Take Me Fishing event in the Spring of 2023 in order to continue building relationships between the Texas Parks and Wildlife Department, our staff, our community and the parents of our students.
- Continue and increase our collaboration with our Partners in Educations, area businesses and community organizations. Our Partners in Education are: H.E.B., First Methodist Church, Power House Church, TRC Group, US Silica, Rain Forest Cafe, Walmart, Rotary Club, Panera Bread, Bass Pro Shop, Brazos Valley Schools Credit Union, and Texas Parks and

Wildlife

- Utilize Community Partners as KEYS Mentors for our students
- Facilitate the Junior Achievement Program for all students by Keller Williams Realty employees.
- Increase parent participation (Dads and father figures) during the fifth year of implementation of Watch D.O.G.S. on campus
- Serving as interns in our classrooms, the Miller Career & Technology Center students will complete their Education and Training program
- Providing support, Katy High School students serve as peer mentors through the PALS program
- Club Busy Bee, a before and after school care program, will continue to be offered on campus this year. The program provides a afternoon snack and homework help.
- Continue to use a data base to track the work of volunteers and community partnership members

Hutsell Elementary Celebrates:

- Take Me Fishing Hutsell
- C.H.A.M.P.S
- P.B.I.S.
- Title I Family Events

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Hutsell needs to increase Parent and Family Engagement at all levels to include classroom, grade-level, and school-wide events. **Root Cause:** Communication needs to be sent in multiple ways to reach all parents about volunteer opportunities,

Problem Statement 2 (Prioritized): 2022-2023 behavior data shows that there were 137 behavior incidents this school year. The two main reasons for office referrals involve physical contact. Majority of the incidents occurred in K-2 and 5th grade classrooms. A majority of Hutsell's students' academic achievement is being impeded because their social emotional and basic needs are not being met. **Root Cause:** As a campus we need to increase Social Emotional Learning resources and focus on increasing student engagement to deter behavioral issues and to focus on developing the whole-child.

Priority Problem Statements

Problem Statement 1: Sped scores in grades 3rd, 4th, and 5th grade were significantly lower than non-Sped scores on 2022 STAAR in Reading, Math, and Science.

Root Cause 1: With an increasing special education population, there is a need to identify student understanding on the continuum/progressions and plan instruction utilizing resources to meet individual student needs.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Data from the 2022 STAAR Test indicate that our white student group is scoring below the federal targets in reading, math, and science in 3rd, 4th, and 5th grades.

Root Cause 2: Teachers are lacking training in providing instructional strategies that support schema, vocabulary, experiences, and ability to apply classroom experiences to real world scenarios impact student achievement in an academic setting.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The percentage of 5th grade students that score a "Meets" or "Masters" on the Science STAAR scores have consistently fallen below the district average.

Root Cause 3: Science instruction is not being implemented with fidelity across all grade levels for the district aligned curriculum.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Formative and summative assessment data is not being used consistently to guide small group instruction.

Root Cause 4: Additional training on how to analyze data is needed. Once staff improve their ability to analyze student data, they can utilize the results during their grade-level PLC to plan effective instruction to address all student needs.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Hutsell needs to increase Parent and Family Engagement at all levels to include classroom, grade-level, and school-wide events.

Root Cause 5: Communication needs to be sent in multiple ways to reach all parents about volunteer opportunities,

Problem Statement 5 Areas: Perceptions

Problem Statement 6: 2022-2023 behavior data shows that there were 137 behavior incidents this school year. The two main reasons for office referrals involve physical contact. Majority of the incidents occurred in K-2 and 5th grade classrooms. A majority of Hutsell's students' academic achievement is being impeded because their social emotional and basic needs are not being met.

Root Cause 6: As a campus we need to increase Social Emotional Learning resources and focus on increasing student engagement to deter behavioral issues and to focus on developing the whole-child.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Over 30% of Hutsell students receive special services through Resource and/or In-Class Support. Our SPED population historically score significantly below other student groups on local and state assessments.

Root Cause 7: Teachers are not properly equipped with the skills needed to differentiate instruction based on the the various needs of students receiving special education services.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Bright Bytes data suggest that teachers do not fully understand the four Cs of technology integration (communication, collaboration, creativity, and critical thinking); therefore, students are not always given the opportunity to utilize technology to apply higher level thinking skills to their learning.

Root Cause 8: Hutsell is fortunate enough to have a large quantity and variety of technology resources on campus; however, the staff needs continued professional development on how to integrate the use of devices and applications into lessons plans to promote higher level thinking.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: 65% of Hutsell's student population are considered at-risk and 71% of the population is economically disadvantaged which results in lower academic achievement.

Root Cause 9: Differentiated small group learning needs to take place daily and more consistently to meet the needs and support struggling learners, and teachers are not teaching Tier 1 and Tier 2 instruction with fidelity.

Problem Statement 9 Areas: Demographics

Problem Statement 10: Over half of our student population (45.2%) is Limited English Proficient, indicating a need for instructional strategies that go beyond direct verbal instruction.

Root Cause 10: Teachers are in need of professional development on teaching strategies designed to reach LEP students.

Problem Statement 10 Areas: Demographics

Problem Statement 11: Data from the 2022 Math STAAR indicates that all student groups scored below the federal targets for math in 3rd, 4th, and 5th grades.

Root Cause 11: Teachers are lacking training in providing instructional strategies that support schema, vocabulary, experiences, and ability to apply classroom experiences to real world scenarios impact student achievement in an academic setting.

Problem Statement 11 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: ESF5.3 HB3: The percent of Hutsell Elementary 3rd grade students who achieve Meets and above in Reading will increase from 58% to 63% by July 2024. The long term goal is to increase to 68% by 2025.

HB3 Goal





Evaluation Data Sources: Modules - Formative Assessments

2023 STAAR Reading Scores

We will monitor and track student progress by student sub groups.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, Instructional Coaches, administration, and district data specialists will review campus reading assessment data of all student groups monthly to identify specific campus needs. A primary focus will be directed towards monitoring Hutsell's white and SPED student groups' progress towards meeting Federal Targets.</p> <p>Strategy's Expected Result/Impact: Achievement gaps in reading will be closed and progress measure will increase across all students groups.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Develop a Team Planning Template and Protocol to utilize along with District Curriculum Pacing Guides to focus team planning in order to improve the quality of instruction. Planning for deep instruction in order to align lesson plans to the rigor of the STAAR assessment will include:</p> <ul style="list-style-type: none"> -utilizing data to develop common assignments and assessments -creating anchor charts -increasing teacher understanding of TEKS <p>Strategy's Expected Result/Impact: Achievement gaps in reading will be closed and progress measure will increase across all students groups.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.5</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: General supplies to be used by teachers for instructional planning. - 211 - Title I Part A - 11 - \$6,210</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement research based programs and strategies such as providing professional development with fidelity to target all our student groups.</p> <p>Strategy's Expected Result/Impact: Increase proficiency in reading based on their grade level. Achievement gaps in reading will be closed and progress measure will increase across all students groups.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.5</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Implement differentiated targeted small group instruction during structured literacy and Academic Extension (AE) utilizing print resources and technology to provide accelerated learning to increase performance levels for all student groups.</p> <p>Strategy's Expected Result/Impact: Achievement gaps in reading will be closed and progress measure will increase across all students groups.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Prepared media - subscriptions for online resources. Technology - 211 - Title I Part A - 11 - \$23,300, Instructional print resources and materials - 211 - Title I Part A - 11 - \$24,421.34</p>	Formative			Summative
	Oct	Jan	Apr	June
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Over 30% of Hutsell students receive special services through Resource and/or In-Class Support. Our SPED population historically score significantly below other student groups on local and state assessments. Root Cause: Teachers are not properly equipped with the skills needed to differentiate instruction based on the the various needs of students receiving special education services.</p>
<p>Problem Statement 2: 65% of Hutsell's student population are considered at-risk and 71% of the population is economically disadvantaged which results in lower academic achievement. Root Cause: Differentiated small group learning needs to take place daily and more consistently to meet the needs and support struggling learners, and teachers are not teaching Tier 1 and Tier 2 instruction with fidelity.</p>
Student Learning
<p>Problem Statement 1: Data from the 2022 STAAR Test indicate that our white student group is scoring below the federal targets in reading, math, and science in 3rd, 4th, and 5th grades. Root Cause: Teachers are lacking training in providing instructional strategies that support schema, vocabulary, experiences, and ability to apply classroom experiences to real world scenarios impact student achievement in an academic setting.</p>
<p>Problem Statement 2: Sped scores in grades 3rd, 4th, and 5th grade were significantly lower than non-Sped scores on 2022 STAAR in Reading, Math, and Science. Root Cause: With an increasing special education population, there is a need to identify student understanding on the continuum/progressions and plan instruction utilizing resources to meet individual student needs.</p>

School Processes & Programs

Problem Statement 1: Formative and summative assessment data is not being used consistently to guide small group instruction. **Root Cause:** Additional training on how to analyze data is needed. Once staff improve their ability to analyze student data, they can utilize the results during their grade-level PLC to plan effective instruction to address all student needs.

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: ESF5.3 HB3: The percent of Hutsell Elementary 3rd grade students who achieve Meets and above in Math will increase from 43% to 48% by July 2024. The long term goal is to increase to 53% by 2025.

HB3 Goal





Evaluation Data Sources: 2023 STAAR Math Scores

Checkpoints - Formative Assessments

We will monitor and track student progress by student sub groups.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, Instructional Coaches, administration, and district data specialists will review campus math assessment data of all student groups monthly to identify specific campus needs. A primary focus will be directed towards monitoring all student groups' progress towards meeting Federal Targets.</p> <p>Strategy's Expected Result/Impact: Increase proficiency in math based on their grade level. Achievement gaps in math will be closed and progress measure will increase across all students groups.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement research based programs and strategies with fidelity to target all our student groups. Strategy's Expected Result/Impact: Increase proficiency in math based on their grade level. Achievement gaps in math will be closed and progress measure will increase across all students groups. Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: Math Supplemental resources - 211 - Title I Part A - 11 - \$2,367.49</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop a Team Planning Template and Protocol to focus team planning in order to improve the quality of instruction. Planning for deep instruction in order to align lesson plans to the rigor of the STAAR assessment will include: -utilizing modules and checkpoints data to develop common assignments and assessments -creating anchor charts -increasing teacher understanding of TEKS</p> <p>Strategy's Expected Result/Impact: Increase student engagement utilizing Math centers and Math strategies. Increase student achievement on state, district, and campus based assessments. Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Processes & Programs 1 Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Implement differentiated targeted small group instruction during Guided Math and Academic Extension (AE) using technology, manipulatives, professional development, and print resources to provide accelerated learning to increase performance levels for all student groups.</p> <p>Strategy's Expected Result/Impact: Increase student engagement utilizing Math centers and Math strategies. Increase student achievement on state, district, and campus based assessments.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Prepared media- subscriptions for online resources - 211 - Title I Part A - 11 - \$11,881.29</p>	Formative			Summative
	Oct	Jan	Apr	June
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Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Over 30% of Hutsell students receive special services through Resource and/or In-Class Support. Our SPED population historically score significantly below other student groups on local and state assessments. Root Cause: Teachers are not properly equipped with the skills needed to differentiate instruction based on the the various needs of students receiving special education services.</p>
<p>Problem Statement 2: 65% of Hutsell's student population are considered at-risk and 71% of the population is economically disadvantaged which results in lower academic achievement. Root Cause: Differentiated small group learning needs to take place daily and more consistently to meet the needs and support struggling learners, and teachers are not teaching Tier 1 and Tier 2 instruction with fidelity.</p>
Student Learning
<p>Problem Statement 1: Data from the 2022 STAAR Test indicate that our white student group is scoring below the federal targets in reading, math, and science in 3rd, 4th, and 5th grades. Root Cause: Teachers are lacking training in providing instructional strategies that support schema, vocabulary, experiences, and ability to apply classroom experiences to real world scenarios impact student achievement in an academic setting.</p>
<p>Problem Statement 2: Sped scores in grades 3rd, 4th, and 5th grade were significantly lower than non-Sped scores on 2022 STAAR in Reading, Math, and Science. Root Cause: With an increasing special education population, there is a need to identify student understanding on the continuum/progressions and plan instruction utilizing resources to meet individual student needs.</p>
<p>Problem Statement 3: The percentage of 5th grade students that score a "Meets" or "Masters" on the Science STAAR scores have consistently fallen below the district average. Root Cause: Science instruction is not being implemented with fidelity across all grade levels for the district aligned curriculum.</p>

Student Learning

Problem Statement 4: Data from the 2022 Math STAAR indicates that all student groups scored below the federal targets for math in 3rd, 4th, and 5th grades. **Root Cause:** Teachers are lacking training in providing instructional strategies that support schema, vocabulary, experiences, and ability to apply classroom experiences to real world scenarios impact student achievement in an academic setting.

School Processes & Programs

Problem Statement 1: Formative and summative assessment data is not being used consistently to guide small group instruction. **Root Cause:** Additional training on how to analyze data is needed. Once staff improve their ability to analyze student data, they can utilize the results during their grade-level PLC to plan effective instruction to address all student needs.

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: The percent of Hutsell Elementary students who achieve Meets and above in Science will increase from 29% to 34% by July 2024. The long term goal is to increase to 39% by 2025.

Evaluation Data Sources: 2023 STAAR Science Scores

CBA - Formative Assessments


We will monitor and track student progress by student sub groups.


Strategy 1 Details	Reviews			
<p>Strategy 1: Implement differentiated instruction using the 5E, and C-E-R Models, interactive word walls, technology, professional development, manipulatives, and print resources.</p> <p>Strategy's Expected Result/Impact: Increase students' deeper understanding of science concepts and enhance knowledge of science related vocabulary as evident by students using the C-E-R model in Science Lab writing.</p> <p>Staff Responsible for Monitoring: Leadership Team Science Lab Facilitator Science Instructional Coach</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Science supplemental resources - 211 - Title I Part A - 11 - \$2,560.16</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue implementing the Science Lab to increase student connections, build schema, and develop science academic vocabulary to anchor student learning by providing engaging experiences.</p> <p>Strategy's Expected Result/Impact: Improve scores on Science Interims/Checkpoints, Science Common Assessments, and Science STAAR.</p> <p>Staff Responsible for Monitoring: Leadership Team Science Lab Facilitator Science Instructional Coach</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Science Lab Facilitator - 211 - Title I Part A - \$73,381.66</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase science implementation across all content areas and all grade levels.</p> <p>Strategy's Expected Result/Impact: Expand scientific explanations and problem solving skills through the classroom after science lessons. Increase use of non-fiction science text across other content areas. Improve Science scores.</p> <p>Staff Responsible for Monitoring: Leadership Team Science Lab Facilitator Science Instructional Coach</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Develop a Team Planning Template and Protocol to utilize along with Unit Plans to focus team planning in order to improve the quality of instruction. Planning for deep instruction in order to align lesson plans to the rigor of the STAAR assessment will include:</p> <ul style="list-style-type: none"> -district science specialists, Science Lab teacher and Math/Science IC will collaborate with teachers during the planning process -utilizing pre-assessment data to develop common assignments and assessments -creating anchor charts -increasing teacher understanding of TEKS <p>Strategy's Expected Result/Impact: Improve scores on Science Interims/Checkpoint, Science Common Assessments, and Science STAAR.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Data from the 2022 STAAR Test indicate that our white student group is scoring below the federal targets in reading, math, and science in 3rd, 4th, and 5th grades. Root Cause: Teachers are lacking training in providing instructional strategies that support schema, vocabulary, experiences, and ability to apply classroom experiences to real world scenarios impact student achievement in an academic setting.</p>
<p>Problem Statement 2: Sped scores in grades 3rd, 4th, and 5th grade were significantly lower than non-Sped scores on 2022 STAAR in Reading, Math, and Science. Root Cause: With an increasing special education population, there is a need to identify student understanding on the continuum/progressions and plan instruction utilizing resources to meet individual student needs.</p>
<p>Problem Statement 3: The percentage of 5th grade students that score a "Meets" or "Masters" on the Science STAAR scores have consistently fallen below the district average. Root Cause: Science instruction is not being implemented with fidelity across all grade levels for the district aligned curriculum.</p>

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: ESF 5.3 85% of the teachers will score proficient (walkthrough rubric) in executing small group instruction in reading and math meeting during the 2023-2024 school year.

Evaluation Data Sources: Small Group Walkthrough Rubric

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to develop and implement a small group walkthrough rubric for administration to evaluate teacher implementation of small group instruction.</p> <p>Strategy's Expected Result/Impact: Improve/Increase Small Group Instruction to target student groups and meet federal targets.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals Instructional Coaches Instructional Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Formative and summative assessment data is not being used consistently to guide small group instruction. Root Cause: Additional training on how to analyze data is needed. Once staff improve their ability to analyze student data, they can utilize the results during their grade-level PLC to plan effective instruction to address all student needs.</p>

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.





Performance Objective 5: SI/HB1416: Increase student performance in all content areas and continue to close gaps among all student groups, ensuring that all student groups make progress towards meeting Federal Targets during the 2023-2024 school year.

Evaluation Data Sources: 2023 STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide supplemental resources, professional development, and support staff to better meet the needs of our diverse campus. Therefore, improving the academic performance of students and closing the achievement gaps in all student groups.</p> <p>Strategy's Expected Result/Impact: Increase scores on district and state assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 3</p> <p>Funding Sources: Staff Development - 211 - Title I Part A - 13 - \$4,100, General Supplies - 211 - Title I Part A - 11 - \$1,025.63, Professional Development for Leadership - 211 - Title I Part A - 23 - \$8,539, Classroom Support Staff: Sub, Extra Duty Professionals, and Paras - 211 - Title I Part A - 11 - \$45,890.08</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue implementation of MTSS (Multi-Tiered System of Supports) for academic and behavior concerns:</p> <p>1) Monitor the fidelity 2) Compliance to Senate Bill 1153</p> <p>Strategy's Expected Result/Impact: Improved scores on district and state assessments. Reduction in disciplinary referrals. eSTAR and eSCHOOL Reports must correlate. Identify At-Risk students earlier and meet student needs accordingly. Reduce the retention rate and number of students placed and not promoted to the next grade-level.</p> <p>Staff Responsible for Monitoring: MTSS Coordinator Instructional Coordinator Counselor</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize collaborative teamwork for instructional planning to include:</p> <ul style="list-style-type: none"> -Planning Templates and Protocol guidelines -Data analysis (Kid Chats) after Modules/Checkpoints and grading periods grade for grades 2-5. -Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue - Development of an Instructional Plan/Action Plan based on data - Coordination between Classroom Teachers, SPED Case Managers, Title I Teachers, and Comp Ed. to serve at risk students. <p>Strategy's Expected Result/Impact: Increase the percentage of students in all student groups who make at least one years growth.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p> <p>Funding Sources: Two Math Academic Support Teachers - 211 - Title I Part A - \$220,920</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: HB1416: Academic Support Teachers (Interventionist) will:</p> <ul style="list-style-type: none"> -Provide Accelerated Instruction (AI) for all 3rd-5th grade general education students who did not achieve Approaches, Meets, or Masters on the Math or Reading STAAR. Accelerated Instruction will consist of a minimum of 15 hours of intensive instruction per subject area. -Utilize research based programs and print resources to deliver small group intervention instruction in Reading and Math. -Identify at risk and eligible students based on classroom performance and assessment data. -Design intervention plans to address students' needs. -Provide them with remedial instruction and monitor progress. <p>Strategy's Expected Result/Impact: Increase intervention services, close academic achievement gaps, and increase student academic growth across all student groups.</p> <p>Staff Responsible for Monitoring: Leadership Team Academic Support Team MTSS Coordinator</p> <p>Title I: 2.4</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Tutorials - 211 - Title I Part A - 11 - \$8,305.08</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize Title III Immigrant funds to supplement instruction provided to Emergent Bilingual (EB) students.</p> <p>Strategy's Expected Result/Impact: Increase accelerated instruction for Bilingual Learners before, during, and after school. Monitor their academic language acquisition through CBAs, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Bilingual and ESL Program</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy <p>Problem Statements: Demographics 3</p> <p>Funding Sources: Supplemental Instruction and Tutorials - 263 - Title III ELA - \$7,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Small Group Instruction - focus on targeted instruction and student growth - long range planning; small group planning (every week), Interactive Word Walls (during PLC), Graham Fletcher GEMS, Graham Fletcher Fact Fluency, Provide training to support small group structures Walk Throughs - scheduled monthly targeted group walkthroughs with checklist looking for specific small group structures. Calibrations - bimonthly meet together as a team to determine possible professional development, leadership engagement and or focus areas, and individual teacher needs.</p> <p>Strategy's Expected Result/Impact: Increase student performance at least one year's growth.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, and Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 4</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide accelerated learning by implementing an on-site Summer Learning Program for 3rd and 4th Grade students identified at-risk in Reading and Math.</p> <p>-Local, District, and State data will be utilized to identify at-risk students at the end-of-year</p> <p>-All at-risk students will be invited to attend the Hutsell Summer Learning Camp</p> <p>Strategy's Expected Result/Impact: Close academic achievement gaps and increase student academic growth across all student groups, but especially at-risk students.</p> <p>Staff Responsible for Monitoring: Instructional Coordinator Academic Support Teachers/Summer School Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Summer program materials and staffing. - 211 - Title I Part A - 11 - \$23,938.45</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: Over 30% of Hutsell students receive special services through Resource and/or In-Class Support. Our SPED population historically score significantly below other student groups on local and state assessments. **Root Cause:** Teachers are not properly equipped with the skills needed to differentiate instruction based on the the various needs of students receiving special education services.

Problem Statement 2: 65% of Hutsell's student population are considered at-risk and 71% of the population is economically disadvantaged which results in lower academic achievement. **Root Cause:** Differentiated small group learning needs to take place daily and more consistently to meet the needs and support struggling learners, and teachers are not teaching Tier 1 and Tier 2 instruction with fidelity.

Problem Statement 3: Over half of our student population (45.2%) is Limited English Proficient, indicating a need for instructional strategies that go beyond direct verbal instruction. **Root Cause:** Teachers are in need of professional development on teaching strategies designed to reach LEP students.

Student Learning

Problem Statement 1: Data from the 2022 STAAR Test indicate that our white student group is scoring below the federal targets in reading, math, and science in 3rd, 4th, and 5th grades. **Root Cause:** Teachers are lacking training in providing instructional strategies that support schema, vocabulary, experiences, and ability to apply classroom experiences to real world scenarios impact student achievement in an academic setting.





Problem Statement 2: Sped scores in grades 3rd, 4th, and 5th grade were significantly lower than non-Sped scores on 2022 STAAR in Reading, Math, and Science. **Root Cause:** With an increasing special education population, there is a need to identify student understanding on the continuum/progressions and plan instruction utilizing resources to meet individual student needs.

Problem Statement 4: Data from the 2022 Math STAAR indicates that all student groups scored below the federal targets for math in 3rd, 4th, and 5th grades. **Root Cause:** Teachers are lacking training in providing instructional strategies that support schema, vocabulary, experiences, and ability to apply classroom experiences to real world scenarios impact student achievement in an academic setting.

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: During the 2023-2024 school year, Hutsell will continue to implement the Pre-K program to engage students while learning in a literacy rich environment.

Evaluation Data Sources: Evidence of professional development, collaboration, planning, and students' growth through evaluation tools.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement High Quality Pre Kindergarten Grant Program in Katy ISD.</p> <p>Strategy's Expected Result/Impact: Increase STAAR reading scores Increase Kinder readiness</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Problem Statements:





Demographics
<p>Problem Statement 2: 65% of Hutsell's student population are considered at-risk and 71% of the population is economically disadvantaged which results in lower academic achievement. Root Cause: Differentiated small group learning needs to take place daily and more consistently to meet the needs and support struggling learners, and teachers are not teaching Tier 1 and Tier 2 instruction with fidelity.</p>
<p>Problem Statement 3: Over half of our student population (45.2%) is Limited English Proficient, indicating a need for instructional strategies that go beyond direct verbal instruction. Root Cause: Teachers are in need of professional development on teaching strategies designed to reach LEP students.</p>

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 7: The attendance rate will increase from 94.30% in 2022-2023 to 94.80% or higher by the end of the 2023-2024 school year.

High Priority





Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers and Administrators will implement attendance incentive programs for students to increase the attendance rate.	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: Hutsell Elementary will carefully plan the allocation of all resources in order to improve student learning and achievement for all student groups.

Evaluation Data Sources: 2022 - 2023 STAAR performance levels for all student groups will be used to measure this objective.

Strategy 1 Details	Reviews			
<p>Strategy 1: Principal will meet monthly with leadership team and Title I to review all campus budgets and conjunction with the Campus Advisory Team meetings to ensure resources are allocated based on the needs of the campus.</p> <p>Strategy's Expected Result/Impact: Targeted allocation of funds will increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal Leadership Team Lead Title I Teacher</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Campus Advisory Team (CAT) meets four times during the school year to collaborate, plan, and revise school programs and policies.</p> <p>Strategy's Expected Result/Impact: Develop, monitor, and evaluate, Campus Improvement Plan. Revise and approve Teacher-Parent-Student Compact and Parent Involvement Policy,</p> <p>Staff Responsible for Monitoring: Leadership Team CAT Committee</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: 65% of Hutsell's student population are considered at-risk and 71% of the population is economically disadvantaged which results in lower academic achievement. **Root Cause:** Differentiated small group learning needs to take place daily and more consistently to meet the needs and support struggling learners, and teachers are not teaching Tier 1 and Tier 2 instruction with fidelity.

Perceptions

Problem Statement 1: Hutsell needs to increase Parent and Family Engagement at all levels to include classroom, grade-level, and school-wide events. **Root Cause:** Communication needs to be sent in multiple ways to reach all parents about volunteer opportunities,

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.


Performance Objective 1: All staff will utilize data and collaboration to make instructional and organizational decisions to increase student achievement and foster continuous improvement for all student groups.

High Priority

Evaluation Data Sources: Closing the Gaps Status Table
TEA School Report Card

Strategy 1 Details	Reviews			
<p>Strategy 1: Hutsell Elementary will use the Co-Teach Model to maximize the effect of in-class-support to meet performance targets in all student groups.</p> <p>Strategy's Expected Result/Impact: Meet all performance targets in Domain III for all student groups and decrease academic achievement gaps.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize collaborative teamwork for instructional planning, data analysis, and the development of common assessments.</p> <p>Strategy's Expected Result/Impact: Meet all performance targets in Domain III for all student groups and decrease</p>	Formative			Summative
	Oct	Jan	Apr	June

<p>academic achievement gaps. Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1, 3 - Student Learning 1, 2</p>				
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: Over 30% of Hutsell students receive special services through Resource and/or In-Class Support. Our SPED population historically score significantly below other student groups on local and state assessments. Root Cause: Teachers are not properly equipped with the skills needed to differentiate instruction based on the the various needs of students receiving special education services.</p>
<p>Problem Statement 3: Over half of our student population (45.2%) is Limited English Proficient, indicating a need for instructional strategies that go beyond direct verbal instruction. Root Cause: Teachers are in need of professional development on teaching strategies designed to reach LEP students.</p>
Student Learning
<p>Problem Statement 1: Data from the 2022 STAAR Test indicate that our white student group is scoring below the federal targets in reading, math, and science in 3rd, 4th, and 5th grades. Root Cause: Teachers are lacking training in providing instructional strategies that support schema, vocabulary, experiences, and ability to apply classroom experiences to real world scenarios impact student achievement in an academic setting.</p>
<p>Problem Statement 2: Sped scores in grades 3rd, 4th, and 5th grade were significantly lower than non-Sped scores on 2022 STAAR in Reading, Math, and Science. Root Cause: With an increasing special education population, there is a need to identify student understanding on the continuum/progressions and plan instruction utilizing resources to meet individual student needs.</p>

Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: Increase staff and students' access to and use of technology to enhance instruction and increase student engagement and achievement.

Evaluation Data Sources: The use of technology integration will increase across campus for the 2023-2024 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: (Technology) Provide opportunities for professional development to build capacity of teachers, principals, and other staff to integrate multiple technology tools relevant to the digital learner.</p> <p>Strategy's Expected Result/Impact: Increase technology integration in lesson design and delivery.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Library Media Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize technology to meet the needs of diverse learners and support 21st century learners across all content areas.</p> <p>Strategy's Expected Result/Impact: Promote student learning, creativity, and design. Increase awareness to real world applications.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Media Specialists</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: Trackable technology - 211 - Title I Part A - 11 - \$74,393</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Use digital citizenship lesson plans to address timely topics and prepare students to take ownership of their digital lives. Topics include online safety, privacy, acceptable use, and cyberbullying.</p> <p>Strategy's Expected Result/Impact: Achieve Common Sense Digital Citizenship Status</p> <p>Staff Responsible for Monitoring: Library Media Specialist</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Bright Bytes data suggest that teachers do not fully understand the four Cs of technology integration (communication, collaboration, creativity, and critical thinking); therefore, students are not always given the opportunity to utilize technology to apply higher level thinking skills to their learning. Root Cause: Hutsell is fortunate enough to have a large quantity and variety of technology resources on campus; however, the staff needs continued professional development on how to integrate the use of devices and applications into lessons plans to promote higher level thinking.</p>

Goal 5: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: During the 2022-2023 school year, Hutsell will continue to recruit, hire and retain high quality staff and embed quality professional learning to build capacity and effectiveness by 100%.

Evaluation Data Sources: Retain records of recruiting and professional development.





Strategy 1 Details	Reviews			
<p>Strategy 1: Recruit and retain highly qualified staff, defined through state, and local criteria, by highlighting the school and its students on the Website and by participating in job fairs.</p> <p>Strategy's Expected Result/Impact: Increased staff retention rate</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Support teachers new to the profession or new to Hutsell with New Teacher Orientation provided by the district and campus personnel at the beginning of the school year. Throughout the school year, they will receive continued support by an assigned mentor.</p> <p>Strategy's Expected Result/Impact: Increased staff retention rate and build teacher capacity</p> <p>Staff Responsible for Monitoring: Administration New Teacher Mentor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Faculty and Staff will participate in a collaborative model for decision making and improvement through various monthly committees.

Evaluation Data Sources: Committee minutes and sign-in for full committee participation.

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly committee meetings will meet to address current trends, pressing issues, and safety concerns. The committees will work to develop safe, orderly, positive, and quality learning working environment for staff.</p> <p>Strategy's Expected Result/Impact: Improve school-wide communication and improved working environment.</p> <p>Staff Responsible for Monitoring: Leadership Team Committee Chair</p> <p>TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Perceptions
<p>Problem Statement 1: Hutsell needs to increase Parent and Family Engagement at all levels to include classroom, grade-level, and school-wide events. Root Cause: Communication needs to be sent in multiple ways to reach all parents about volunteer opportunities,</p>

Goal 6: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 2: During the 2022-2023 school year, Hutsell will continue to promote Parent and Family Engagement and implementing multiple opportunities to share information and gather input from parents and community members to increase parental engagement at all levels (class, grade, and school) in order to support student learning.

Evaluation Data Sources: Hutsell will increase parental participation in class, grade-level, and school events by 5%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue providing Parent and Family Engagement opportunities to include: training, student materials, print resources, and events to increase participation and create awareness of the connection between home and school. Utilize the school and grade level electronic newsletter and campus website along with Wednesday Folders to send home the Parental Involvement Policy, School Compact, and event flyers periodically throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increased volunteer hours and numbers of families attending campus events. Increase number of participants completing EOY school survey Maximized participation in the following programs: Orientations, Title I Events, Watch D.O.G.S., Muffins with Moms, Take Me Fishing, etc.</p> <p>Staff Responsible for Monitoring: Leadership Team Title I Teacher</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: General Supplies and other expenses for Family and Community Engagement - 211 - Title I Part A - 61 - \$6,286.74</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: (PK and K Transition) PK and K teachers implement transition strategies and the school provides Kindergarten orientation at different times and in a variety of settings to increase the number of parents participating and sharing transition strategies. District offers PK/K Summer Program to identified students in ESOL/Bilingual.</p> <p>Strategy's Expected Result/Impact: Increased emotional and academic success from home to school and continue academic success.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Transition to Kinder Backpacks - 211 - Title I Part A - \$4,548.60</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide a smooth transition from 5th grade to 6th grade by facilitating visits with feeder Junior Highs to assist with course selection and arranging other Junior High department visits.</p> <p>Strategy's Expected Result/Impact: Increase parent collaboration and involvement in student learning.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Perceptions
<p>Problem Statement 1: Hutsell needs to increase Parent and Family Engagement at all levels to include classroom, grade-level, and school-wide events. Root Cause: Communication needs to be sent in multiple ways to reach all parents about volunteer opportunities,</p>

Goal 7: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: In order to decrease the number of office referrals, Hutsell Elementary will promote Positive Behavior Interventions and Supports (PBIS), CHAMPS, and PurposeFull People to set campus-wide student expectations and support the emotional well-being of staff and students.

Evaluation Data Sources: Decrease the number of student office referral by 10% for the 2022-2023 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue training for all faculty and staff members to implement Positive Behavior Intervention Strategies (PBIS), C.H.A.M.P.S., and The Ron Clark Academy as well as implement and incorporate PurposeFull People into our campus Social Emotional Learning programs to support a well-rounded education.</p> <p>Strategy's Expected Result/Impact: Develop, support, and maintain a high performing environment. Improve the communication skills. Hutsell will provide a safe and secure learning environment.</p> <p>Staff Responsible for Monitoring: Leadership Team PBIS Committee</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Staff Development - 211 - Title I Part A - 13 - \$32,611.82</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement district initiatives (Speak Up), strategies, and activities to prevent bullying/cyber bullying to encourage appropriate social interactions among all stakeholders.</p> <p>Strategy's Expected Result/Impact: Decreased number of office referral for alleged bullying incidents as well as an increase of positive social interactions among all stake holders.</p> <p>Staff Responsible for Monitoring: Administration Counselor</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Support the social and emotional needs of gifted students by addressing needs through direct instruction.</p> <p>Strategy's Expected Result/Impact: Improve services to meet the social and emotional needs of students identified as gifted.</p> <p>Staff Responsible for Monitoring: Principal GT Teacher</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implementation of anti-bullying guidance lessons based on the 2022-2023 school safety survey and discipline referral data.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals Effective bullying prevention strategies implemented in classrooms</p> <p>Staff Responsible for Monitoring: Counselor Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Hutsell needs to increase Parent and Family Engagement at all levels to include classroom, grade-level, and school-wide events. Root Cause: Communication needs to be sent in multiple ways to reach all parents about volunteer opportunities,</p> <p>Problem Statement 2: 2022-2023 behavior data shows that there were 137 behavior incidents this school year. The two main reasons for office referrals involve physical contact. Majority of the incidents occurred in K-2 and 5th grade classrooms. A majority of Hutsell's students' academic achievement is being impeded because their social emotional and basic needs are not being met. Root Cause: As a campus we need to increase Social Emotional Learning resources and focus on increasing student engagement to deter behavioral issues and to focus on developing the whole-child.</p>

Goal 7: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Increase the number of students participating in the campus Coordinated Health Program.

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers, Instructional Coaches, administration, and district data specialists will review campus reading assessment data of all student groups monthly to identify specific campus needs. A primary focus will be directed towards monitoring Hutsell's white and SPED student groups' progress towards meeting Federal Targets.
1	1	2	Develop a Team Planning Template and Protocol to utilize along with District Curriculum Pacing Guides to focus team planning in order to improve the quality of instruction. Planning for deep instruction in order to align lesson plans to the rigor of the STAAR assessment will include: -utilizing data to develop common assignments and assessments -creating anchor charts -increasing teacher understanding of TEKS
1	1	3	Implement research based programs and strategies such as providing professional development with fidelity to target all our student groups.
1	1	4	Implement differentiated targeted small group instruction during structured literacy and Academic Extension (AE) utilizing print resources and technology to provide accelerated learning to increase performance levels for all student groups.
1	2	1	Teachers, Instructional Coaches, administration, and district data specialists will review campus math assessment data of all student groups monthly to identify specific campus needs. A primary focus will be directed towards monitoring all student groups' progress towards meeting Federal Targets.
1	2	2	Implement research based programs and strategies with fidelity to target all our student groups.
1	2	3	Develop a Team Planning Template and Protocol to focus team planning in order to improve the quality of instruction. Planning for deep instruction in order to align lesson plans to the rigor of the STAAR assessment will include: -utilizing modules and checkpoints data to develop common assignments and assessments -creating anchor charts -increasing teacher understanding of TEKS
1	2	4	Implement differentiated targeted small group instruction during Guided Math and Academic Extension (AE) using technology, manipulatives, professional development, and print resources to provide accelerated learning to increase performance levels for all student groups.
1	3	1	Implement differentiated instruction using the 5E, and C-E-R Models, interactive word walls, technology, professional development, manipulatives, and print resources.
1	3	2	Continue implementing the Science Lab to increase student connections, build schema, and develop science academic vocabulary to anchor student learning by providing engaging experiences.
1	3	3	Increase science implementation across all content areas and all grade levels.
1	3	4	Develop a Team Planning Template and Protocol to utilize along with Unit Plans to focus team planning in order to improve the quality of instruction. Planning for deep instruction in order to align lesson plans to the rigor of the STAAR assessment will include: -district science specialists, Science Lab teacher and Math/Science IC will collaborate with teachers during the planning process -utilizing pre-assessment data to develop common assignments and assessments -creating anchor charts -increasing teacher understanding of TEKS
1	4	1	Continue to develop and implement a small group walkthrough rubric for administration to evaluate teacher implementation of small group instruction.
1	5	1	Provide supplemental resources, professional development, and support staff to better meet the needs of our diverse campus. Therefore, improving the academic performance of students and closing the achievement gaps in all student groups.

Goal	Objective	Strategy	Description
1	5	3	Utilize collaborative teamwork for instructional planning to include: -Planning Templates and Protocol guidelines -Data analysis (Kid Chats) after Modules/Checkpoints and grading periods grade for grades 2-5. -Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue - Development of an Instructional Plan/Action Plan based on data - Coordination between Classroom Teachers, SPED Case Managers, Title I Teachers, and Comp Ed. to serve at risk students.
1	5	4	HB1416: Academic Support Teachers (Interventionist) will: -Provide Accelerated Instruction (AI) for all 3rd-5th grade general education students who did not achieve Approaches, Meets, or Masters on the Math or Reading STAAR. Accelerated Instruction will consist of a minimum of 15 hours of intensive instruction per subject area. -Utilize research based programs and print resources to deliver small group intervention instruction in Reading and Math. -Identify at risk and eligible students based on classroom performance and assessment data. -Design intervention plans to address students' needs. -Provide them with remedial instruction and monitor progress.
1	5	5	Utilize Title III Immigrant funds to supplement instruction provided to Emergent Bilingual (EB) students.
1	5	6	Small Group Instruction - focus on targeted instruction and student growth - long range planning; small group planning (every week), Interactive Word Walls (during PLC), Graham Fletcher GEMS, Graham Fletcher Fact Fluency, Provide training to support small group structures Walk Throughs - scheduled monthly targeted group walkthroughs with checklist looking for specific small group structures. Calibrations - bimonthly meet together as a team to determine possible professional development, leadership engagement and or focus areas, and individual teacher needs.
1	5	7	Provide accelerated learning by implementing an on-site Summer Learning Program for 3rd and 4th Grade students identified at-risk in Reading and Math. -Local, District, and State data will be utilized to identify at-risk students at the end-of-year -All at-risk students will be invited to attend the Hutsell Summer Learning Camp
1	6	1	Implement High Quality Pre Kindergarten Grant Program in Katy ISD.
2	1	1	Principal will meet monthly with leadership team and Title I to review all campus budgets and conjunction with the Campus Advisory Team meetings to ensure resources are allocated based on the needs of the campus.
3	1	1	Hutsell Elementary will use the Co-Teach Model to maximize the effect of in-class-support to meet performance targets in all student groups.
3	1	2	Utilize collaborative teamwork for instructional planning, data analysis, and the development of common assessments.
4	1	1	(Technology) Provide opportunities for professional development to build capacity of teachers, principals, and other staff to integrate multiple technology tools relevant to the digital learner.
4	1	2	Utilize technology to meet the needs of diverse learners and support 21st century learners across all content areas.
5	1	1	Recruit and retain highly qualified staff, defined through state, and local criteria, by highlighting the school and its students on the Website and by participating in job fairs.
5	1	2	Support teachers new to the profession or new to Hutsell with New Teacher Orientation provided by the district and campus personnel at the beginning of the school year. Throughout the school year, they will receive continued support by an assigned mentor.
6	1	1	Monthly committee meetings will meet to address current trends, pressing issues, and safety concerns. The committees will work to develop safe, orderly, positive, and quality learning working environment for staff.

Goal	Objective	Strategy	Description
7	1	1	Continue training for all faculty and staff members to implement Positive Behavior Intervention Strategies (PBIS), C.H.A.M.P.S., and The Ron Clark Academy as well as implement and incorporate PurposeFull People into our campus Social Emotional Learning programs to support a well-rounded education.
7	1	4	Implementation of anti-bullying guidance lessons based on the 2022-2023 school safety survey and discipline referral data.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers, Instructional Coaches, administration, and district data specialists will review campus reading assessment data of all student groups monthly to identify specific campus needs. A primary focus will be directed towards monitoring Hutsell's white and SPED student groups' progress towards meeting Federal Targets.
1	1	2	Develop a Team Planning Template and Protocol to utilize along with District Curriculum Pacing Guides to focus team planning in order to improve the quality of instruction. Planning for deep instruction in order to align lesson plans to the rigor of the STAAR assessment will include: -utilizing data to develop common assignments and assessments -creating anchor charts -increasing teacher understanding of TEKS
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Goal	Objective	Strategy	Description
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State Compensatory

Budget for Hutsell Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 11

Brief Description of SCE Services and/or Programs

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Personnel for Hutsell Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ana Betanzos	ESL Para	1
Anna Scott	ESL Campus Coordinator	1
Arely Espinosa	Bilingual Para	1
Elsa Villarreal	Academic Support Teacher	1
Luis Villanueva	Dyslexia Teacher	1
Lynn Cooper	Academic Support Teacher	1
Michele Sawyer	Dyslexia Teacher	1
Michelle Thayer	Academic Support Teacher	1
Monica Mandel	Dyslexia Teacher	1
Patricia Segler	Academic Support Teacher	1
Yolanda Berlanga Contreras	Bilingual Para	1

Title I

1.1: Comprehensive Needs Assessment

Hutsell Elementary has conducted a comprehensive Campus Needs Assessment (CNA) that is the driving force behind our Campus Improvement Plan (CIP). The process of developing our CNA began at the end of the 2022-2023 school year during our last C.A.T. meeting on 5/11/23. The C.A.T. consists of the leadership team, teachers, parents, and community stakeholders. All grade levels and departments are represented on the committee. Student Achievement data from previous year's STAAR, DreamBox, DLAs, CBAs, and iStation was presented and analyzed to determine areas of strengths and weaknesses. This data was then utilized to determine problems and root causes were identified by a leadership committee throughout the summer and at the beginning of the 2023-2024 school year. The demographic data collection started on April 24th -April 28th, 2023 by the leadership team members (principal, two assistant principals, counselor, and two instructional coaches), and the attendance clerk. Student learning data collection was facilitated by the instructional coaches and three administrators as follows:

April 03 – 06, 2023 - Met with teachers to review student academic growth in reading and math for the year.

April 11 – 14, 2023 - Instructional coaches met with grade level teams to review campus needs and professional development.

May 11, 2023 – The CNA was reviewed with the CAT team, input was given revisions were made.

May 12, 2023- Leadership team met with Title I Teachers, intervention teachers (RTI, 504, Sp. Ed. Librarian, and team leaders) to collect information regarding school processes/ programs and perceptions

May 24 & June 5 - 8, 2023 - Predictive CBA/DLA Data and Preliminary STAAR Data was reviewed and added to the CNA by the administrators and Title I teachers.

August 15 - 18, 2023- STAAR and Federal Targets data was shared with Team Leaders and staff during back-to-school meetings. The committee met to review the data, write problem statements and determine root causes, and continue to develop the Campus Improvement Plan. Once the plan was revised, parents were invited to review a draft copy of the Campus Needs Assessment on through the school newsletter on 9/9/22 and get parent feedback. Revisions and edits were made and the CNA and CIP plan were presented leadership, staff, parents, and community stakeholders during a C.A.T. meeting on 9/15/22 for final approval before it was presented the the Katy ISD School Board on 9/26/22 and approved on 9/27/22. The CNA and CIP are public documents and are available both in the front office of the school and on the campus website.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Campus Advisory Team (C.A.T.) includes the school leadership team, staff, parents, and community members. All grade levels and departments are represented. Parents Hutsell Elementary members were selected from teacher nominations at the end of the 2021-2022 school year as well as newly parents who completed the C.A.T. application at the beginning of the 2023-2024 school year. A complete list of all members and their roles is included in the Campus Improvement Plan (CIP). The C.I.P. will be reviewed periodically throughout the school year with leadership and school stakeholders at meetings and during C.A.T. meetings on 9/14/23, 11/09/23, 2/22/24, and 5/02/24. During the C.A.T. meeting on 9/14/23, the final draft of the 2023-2024 C.I.P. was reviewed and approved.

Stakeholders:

Shaunta Smith - Principal

Ariel Ortega - Assistant Principal

Rocio Sokol - Assistant Principal

Cynthia Schwartz - Title I
Katherine Hodgins - Counselor
Linda Garcia - ELA Instructional Coach
Christian Chavez - Math/Science Instructional Coach
Cassidy Rodriguez - Science Lab/Title I
Michelle Luster - District Representative
Vivian Muldane - District Title I Specialist
Bradford Hamm - Community Member
Carol Weidner - Community Member
Dawn Wiedeman - Non-Teaching Professional Staff
Araceli Quintero - Para-professional
Ana Betanzos - Para-professional
Elizabeth Wagner - Parent
Yolanda Gallegos - Parent
Margarita Bhattadamy- Parent
Jenny Broussard - Parent
Maria Jackson - Parent
Jon Broussard - Parent
Katelynn Hancock - Librarian
Wafa Alkowni - SPED Teacher
Tosha Jones - Behavior Support/SPED

Jennifer Bilanoski - Teacher

Sarah Barnes - Teacher

Yvonne Voorhees - Teacher

Milvia Waller - Teacher

Diego Restrepo - Teacher

Blanca Yanez - Teacher

2.2: Regular monitoring and revision

The Campus Advisory Team has four meetings throughout the school year. C.A.T. meetings are scheduled for 9/14/23, 11/09/23, 2/22/24, and 5/02/24. The Campus Improvement Plan (CIP) remains in effect for the duration of the school year and will be reviewed and monitored regularly. Formative Reviews will be conducted in October 2023, January 2024, and April 2024. This includes formative reviews with leadership and key personnel as well as during C.A.T. meetings with all stakeholders. Revisions and updates to the CIP will be made based on the evaluations of our current programs, strategies, and academic achievement of our students in grades K-5. A Summative Review will be conducted in June 2024 after the school year ends, so we can evaluate our progress towards meeting our goals.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is available to the Region IV and Texas Education Agency, parents, and the public, and the information contained in the plan is in an understandable and uniform format. The plan is posted on both the district and campus websites in English & Spanish. A hard copy of the plan is also available in the front office of the school. In addition, parents have read-only rights to view it on the Plan4Learning site. A link to both plans are also on the school website. The username and password were shared at the beginning of the school year as well as at C.A.T. meetings. Our Campus Improvement Plan is available in English and Spanish. The translated CIP is appreciated, because we have a high ESL population.

2.4: Opportunities for all children to meet State standards

In an effort to meet the needs of all students in achieving mastery of State standards, teachers will work in collaborative teams to analyze student data and determine next steps to ensure that all students are making adequate progress and meeting State standards. Professional development will be provided in the areas of greatest need in an effort to strengthen first-teach instruction and determine how to fill the educational gaps that might exist in students struggling academically. In accordance to HB4545, students in grades 4-5 who did not pass the Math, Reading, and/or Science STAAR in the previous grade must receive 30 hours of Accelerated Instruction. Summer Accelerated Instruction, Targeted AE (Academic Extension) Time interventions for Reading and Math, and before and after school tutorials will be offered to students not meeting standards. Goals to target all students' academic progress are highlighted on CIP Goal 1 which is detailed on pages. 25-37.

2.5: Increased learning time and well-rounded education

Hutsell Elementary will use methods and instructional strategies such as Academic Extension time and before and after school tutorials that strengthen the academic program, increase the amount of quality learning time, and help provide an enriched and accelerated curriculum, which includes programs and activities to provide a well-rounded education for all students. The master schedule was reviewed to limit the amount of transitions and "lost" instructional minutes in the daily schedule. Programs are held on campus to ensure we are focusing on academic achievement, as well as social-emotional development and the arts. This year each grade level has built in time for Social Emotion Learning. Goals that focus

on methods and instructional strategies to meet the needs of all students' academic progress are highlighted on Goal 1 which is detailed on pages. 25-37.

2.6: Address needs of all students, particularly at-risk

Hutsell Elementary will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. At-risk students are identified through the Multi Tiered System of Supports (MTSS) process. Initial academic and behavior concerns are initiated by the teacher by completing Tier I paperwork eSTAR where they identify students strengths and weaknesses. A collaborative meeting is the requested and granted to discuss data and rather the student qualifies for Reading and/or Math Support by an intervention specialist. Goals that focus on meeting the needs of all students' academic progress, especially our at-risk population, are highlighted on Goals 1 which are detailed on pages. 25-37.

3.1: Annually evaluate the schoolwide plan

Formative checkpoints will be conducted in October, January, and April. The Campus Improvement plan will be formally evaluated in June 2024. At this time actual funding of each strategy will be added into Plan4Learning. All strategies will be evaluated and determine if they were completed or need to continue.

4.1: Develop and distribute Parent and Family Engagement Policy

The Hutsell campus worked with parents and staff to create a Parent and Family Engagement Policy. We held a C.A.T. meeting on 5/11/23 for parents, staff, and community members to review and revise this years compact and policy. Members were given a copy of the current year's policy and compact to review and evaluate using a checklist. Revisions were made to both based on feedback from checklists. A complete list of all C.A.T. members and their roles who assisted with developing the Parent and Family Engagement Policy is included in the Campus Improvement Plan (CIP). The final version of the compact was also reviewed during the Beginning of the Year C.A.T. meeting on 9/14/2023. Our Policy is available in both English and Spanish. The Policy will be shared with parents during Parent/Teacher Conferences in October or sent home in students' Weekly Take-Home Folders. Both English and Spanish versions of our Parent and Family Engagement Policy are available electronically to parents and community members via links on the campus website. In addition, a hard copy is available in the front office for parents and community members to view and/or request a copy.

4.2: Offer flexible number of parent involvement meetings

Hutsell will offer a flexible number of parental involvement meetings and activities throughout the school day to include mornings, afternoons, and evenings. Most events occur on Thursday evenings or Friday mornings; however, there are other school-wide events offered on a variety of school days and times. All meetings and activities will be advertised on our school marquee, campus newsletter, and website. Invitational flyers will be in both English and Spanish and sent home well in advance. This will ensure that parents feel welcome and provide them with information regarding upcoming programs and events. If needed Title I, Part A, will be utilized to provide child care. Our staff is highly diverse and will be utilized to provide translation services if needed.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Schwartz	Teacher	Title I	1
Sarah Barnes	Teacher	Title I	1
Thomas Miller	Teacher	Title I	1

Plan Notes

22-23 Hutsell Three P's (Non-Negotiables)

- Planning
- Preparation
- Presentation

Notes:

- Match planned instruction to student work
- Workshop/5E
- Classroom setup
- Classroom culture
- Quality Instruction and delivery
- Create a path to an effective lesson
- Explicit instruction
- 1st teach

Book Visible Learning/Visible Learning in Math/Science

- Margie will preview and decide which book
- Margie and staff will use beginning of year to launch visible learning and extract/highlight 3 high impact practices which will be the focus next school year.
- They will use a copy of the existing Canvas book study (to customize for Hutsell) for content to assist with launching and yearlong learning.

Beginning of the Year Training with District Lead Teachers

- Teachers will be divided by primary and intermediate with ½ day for math/science and ELAR.

Other Support Needed (before school ends)

- Revamping SPED team (primary/intermediate)/Possibly breakdown by content areas
- Needs
 - How to support in co-teaching model?
 - Using knowledge of student IEP to support student learning.
 - Find ways for SPED team to be present in planning with core content areas
 - Support for 4th grade self contained, Cazerres (bilingual with large SPED student group)

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2	General supplies to be used by teachers for instructional planning.	11	\$6,210.00
1	1	3			\$0.00
1	1	4	Instructional print resources and materials	11	\$24,421.34
1	1	4	Prepared media - subscriptions for online resources. Technology	11	\$23,300.00
1	2	1			\$0.00
1	2	2	Math Supplemental resources	11	\$2,367.49
1	2	3			\$0.00
1	2	4	Prepared media- subscriptions for online resources	11	\$11,881.29
1	3	1	Science supplemental resources	11	\$2,560.16
1	3	2	Science Lab Facilitator		\$73,381.66
1	3	3			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	5	1	Classroom Support Staff: Sub, Extra Duty Professionals, and Paras	11	\$45,890.08
1	5	1	Staff Development	13	\$4,100.00
1	5	1	General Supplies	11	\$1,025.63
1	5	1	Professional Development for Leadership	23	\$8,539.00
1	5	2			\$0.00
1	5	3	Two Math Academic Support Teachers		\$220,920.00
1	5	4	Tutorials	11	\$8,305.08
1	5	6			\$0.00
1	5	7	Summer program materials and staffing.	11	\$23,938.45
1	6	1			\$0.00
2	1	1			\$0.00
3	1	1			\$0.00
4	1	1			\$0.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Trackable technology	11	\$74,393.00
4	1	3			\$0.00
6	1	1			\$0.00
6	2	1	General Supplies and other expenses for Family and Community Engagement	61	\$6,286.74
6	2	2	Transition to Kinder Backpacks		\$4,548.60
7	1	1	Staff Development	13	\$32,611.82
7	1	2			\$0.00
7	1	3			\$0.00
Sub-Total					\$574,680.34
263 - Title III ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	5	Supplemental Instruction and Tutorials		\$7,000.00
Sub-Total					\$7,000.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
ZELMA HUTSELL EL (101914105) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		82	B
Student Achievement		77	C
STAAR Performance	49	77	
College, Career and Military Readiness			
Graduation Rate			
School Progress		81	B
Academic Growth	75	80	B
Relative Performance (Eco Dis: 68.0%)	49	81	B
Closing the Gaps	90	85	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Earned

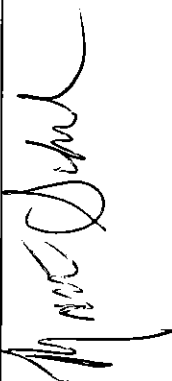





Campus Advisory Team (C.A.T.) Meeting

Hutsell Elementary on May 12, 2022 @ 3:45 p.m. in the Library

Name	Signature	Role
Cynthia Schwartz		<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community
Noemi Drellana		<input type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input checked="" type="checkbox"/> District Representative <input type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community
Dawne Lee		<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community
DeAnne Stein		<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community
Thomas Miller		<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community
Andy Wohlgenuth		<input type="checkbox"/> Teacher <input checked="" type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community




Campus Advisory Team (C.A.T.) Meeting

Hutsell Elementary on May 12, 2022 @ 3:45 p.m. in the Library

Name	Signature	Role
Rocio Sokol		<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input checked="" type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community
Ana Scott		<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community
Hana Abdel-Rahim		<input type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input checked="" type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community
Melanie Knight		<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community
Brittany Maskey		<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community
Margie Blount		<input type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input checked="" type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community

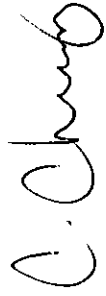
Campus Advisory Team (C.A.T.) Meeting

Hutsell Elementary on May 12, 2022 @ 3:45 p.m. in the Library

Name	Signature	Role
Rakesh Bhattaraj		<input type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input checked="" type="checkbox"/> Non-Teacher Professional <input checked="" type="checkbox"/> Parent <input type="checkbox"/> Community
Cassandra DeGato		<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community
Shavita Smith		<input type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input checked="" type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community
		<input type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community
		<input type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community
		<input type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community

Campus Advisory Team (C.A.T.) Meeting

Hutsell Elementary on May 12, 2022 @ 3:45 p.m. in the Library

Name	Signature	Role
Christian Chavez		<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community
		<input type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community
		<input type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community
		<input type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community
		<input type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community
		<input type="checkbox"/> Teacher <input type="checkbox"/> Business Representative <input type="checkbox"/> District Representative <input type="checkbox"/> Non-Teacher Professional <input type="checkbox"/> Parent <input type="checkbox"/> Community



House Bill 3

Board Approved Goals

Elementary Grade 3 Reading Proficiency

Elementary Grade 3 Mathematics Proficiency

High School College, Career, Military Readiness



Elementary Grade 3 Proficiency
Reading Meets and Masters Performance

The percent of **Katy ISD** Elementary 3rd grade students who achieve Meets and above in Reading will increase **59%** to **68%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			60%	62%	67%	68%
Actual	60%	59%	57%	66%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Katy ISD	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	652	44%	2,043	48%	2,154	64%	20	60%	971	80%	8	50%	201	63%	738	29%	1,977	40%	2,022	53%
		2021 Actual	706	43%	2,042	45%	1,790	68%	7	71%	918	73%	9	67%	265	60%	863	26%	1,971	39%	1,943	52%
		2022 Target		49%		48%		64%		60%		80%		50%		63%		39%		45%		53%
		2022 Actual	859	54%	2,319	57%	1,894	74%	15	87%	1,036	84%	10	80%	300	68%	1,062	34%	2,646	51%	1,961	60%
		Met Target		Y		Y		Y		Y		Y		Y		Y		N		Y		Y
		2023		49%		48%		64%		60%		80%		50%		63%		44%		61%		
	2024		49%		53%		64%		60%		80%		50%		63%		44%		61%			53%

The percent of **Alexander** Elementary 3rd grade students who achieve Meets and above in Reading will increase **78%** to **85%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			79%	81%	83%	85%
Actual	64%	78%	62%	77%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP		
Alexander	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%		
	3rd Grade Reading At Meets or Above	2019 Actual	7	57%	17	76%	63	68%	0		71	90%	0		6	67%	18	50%	8	25%	48	79%	
		2021 Actual	8	63%	17	29%	60	58%	0		50	76%	1	100%	6	67%	17	35%	25	40%	54	59%	
		2022 Target		57%		76%		78%				90%				67%		50%		25%			89%
		2022 Actual	6	50%	27	85%	45	67%	0		64	83%	0		11	82%	27	37%	30	53%	52	71%	
		Met Target		N		Y		N				N				Y		N		Y			N
		2023		57%		76%		77%				93%				67%		50%		25%			94%
	2024		57%		76%		77%				93%				67%		50%		25%			94%	

The percent of **Bear Creek** Elementary 3rd grade students who achieve Meets and above in Reading will increase **28%** to **49%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			29%	31%	48%	49%
Actual	40%	28%	25%	47%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Bear Creek	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	13	23%	70	26%	14	29%	0		4	75%	0		1	100%	16	6%	78	29%	56	30%
		2021 Actual	12	8%	83	23%	13	54%	0		0		0		0		23	4%	87	21%	61	26%
		2022 Target		23%		41%		29%				75%				100%		6%		34%		35%
		2022 Actual	11	27%	70	41%	12	92%	0		2	100%	0		2	50%	22	36%	92	45%	48	42%
		Met Target		Y		Y		Y				Y				N		Y		Y		Y
		2023		23%		51%		29%				75%				100%		6%		39%		52%
	2024		23%		51%		29%				75%				100%		6%		44%		52%	

The percent of **Bethke** Elementary 3rd grade students who achieve Meets and above in Reading will increase **42%** to **63%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			43%	45%	62%	63%
Actual	45%	42%	41%	61%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Bethke	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	43	28%	104	36%	64	56%	0		25	52%	1	100%	9	44%	37	16%	96	28%	75	35%
		2021 Actual	17	53%	58	24%	25	64%	0		11	55%	0		8	50%	14	21%	42	26%	39	26%
		2022 Target		33%		36%		56%				72%		100%		44%		16%		33%		35%
		2022 Actual	32	50%	72	51%	37	70%	0		17	94%	0		10	70%	25	36%	71	56%	35	54%
		Met Target		Y		Y		Y				Y				Y		Y		Y		Y
		2023		60%		36%		61%				72%		100%		44%		46%		33%		35%
	2024		60%		41%		61%				77%		100%		44%		46%		33%		35%	

The percent of **Bryant** Elementary 3rd grade students who achieve Meets and above in Reading will increase **58%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			59%	61%	69%	70%
Actual	68%	58%	48%	68%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Bryant	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	18	67%	34	53%	74	55%	0		8	88%	0		2	50%	20	25%	20	55%	12	50%
		2021 Actual	14	43%	52	37%	78	53%	0		13	54%	2	50%	13	69%	28	18%	35	34%	23	30%
	At Meets or Above	2022 Target		67%		63%		65%				88%				50%		25%		55%		50%
		2022 Actual	45	56%	49	65%	82	74%	1	100%	27	78%	3	100%	14	57%	30	33%	50	48%	28	54%
		Met Target		N		Y		Y				N				Y		Y		N		Y
		2023		67%		68%		70%				88%				50%		43%		55%		50%
		2024		67%		73%		75%				88%				50%		43%		55%		50%

The percent of **Campbell** Elementary 3rd grade students who achieve Meets and above in Reading will increase **64%** to **76%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			65%	67%	75%	76%
Actual		64%	72%	74%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Campbell	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	7	57%	45	60%	45	64%	1	100%	24	67%	0		3	100%	20	35%	18	61%	50	64%
		2021 Actual	17	76%	94	73%	59	73%	0		32	66%	0		10	70%	23	52%	36	67%	94	71%
	At Meets or Above	2022 Target		57%		70%		69%		100%		67%				100%		35%		61%		69%
		2022 Actual	21	71%	86	62%	88	78%	0		63	86%	0		9	78%	44	34%	53	55%	85	67%
		Met Target		Y		N		Y				Y				N		N		N		N
		2023		57%		70%		74%		100%		67%				100%		44%		65%		74%
		2024		57%		75%		74%		100%		67%				100%		44%		65%		79%

The percent of **Cimarron** Elementary 3rd grade students who achieve Meets and above in Reading will increase **41%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			42%	44%	58%	59%
Actual	54%	41%	37%	57%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%	
Cimarron	3rd Grade Reading	2019 Actual	11	18%	29	34%	45	47%	0		1	100%	0		5	60%	11	0%	32	44%	12	50%
		2021 Actual	8	25%	31	35%	31	42%	0		0		0		11	36%	11	0%	40	35%	15	33%
	At Meets or Above	2022 Target		18%		44%		62%				100%				60%		0%		44%		50%
		2022 Actual	12	50%	35	51%	42	67%	0		2	100%	0		5	20%	20	30%	54	52%	7	43%
		Met Target		Y		Y		Y				Y				N				Y		N
		2023		18%		61%		77%				100%				60%		0%		49%		50%
		2024		18%		61%		77%				100%				60%		0%		54%		50%

The percent of **Crech** Elementary 3rd grade students who achieve Meets and above in Reading will increase **61%** to **78%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			62%	64%	77%	78%
Actual	64%	61%	66%	76%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%	
Crech	3rd Grade Reading	2019 Actual	17	53%	42	60%	58	62%	0		20	75%	2	0%	5	60%	14	29%	37	54%	37	59%
		2021 Actual	19	42%	36	61%	51	78%	0		14	79%	0		5	40%	17	41%	43	51%	39	67%
	At Meets or Above	2022 Target		53%		65%		62%				75%		0%		60%		29%		64%		64%
		2022 Actual	23	65%	44	66%	60	80%	1	100%	20	95%	0		2	100%	19	53%	50	68%	43	72%
		Met Target		Y		Y		Y				Y				Y		Y		Y		Y
		2023		53%		76%		67%				75%		0%		60%		29%		78%		64%
		2024		53%		76%		67%				75%		0%		60%		29%		78%		69%

The percent of **Davidson** Elementary 3rd grade students who achieve Meets and above in Reading will increase **64%** to **83%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			65%	67%	82%	83%
Actual	65%	64%	60%	81%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Davidson	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	18	72%	33	64%	60	47%	0		77	79%	0		5	20%	15	33%	15	47%	72	63%
		2021 Actual	17	53%	27	59%	41	59%	0		63	62%	0		15	60%	18	22%	14	57%	51	57%
	At Meets or Above	2022 Target		72%		69%		62%				79%				20%		33%		47%		68%
		2022 Actual	14	64%	32	69%	50	88%	1	100%	77	83%	1	100%	15	80%	24	42%	31	77%	48	85%
		Met Target		N		Y		Y				Y				Y		Y		Y		Y
		2023		72%		79%		67%				93%				20%		33%		47%		73%
		2024		72%		79%		72%				93%				20%		33%		47%		73%

The percent of **Exley** Elementary 3rd grade students who achieve Meets and above in Reading will increase **64%** to **74%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			65%	67%	73%	74%
Actual	66%	64%	70%	72%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Exley	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	17	59%	40	55%	68	60%	1	100%	38	79%	0		10	70%	20	35%	51	53%	74	55%
		2021 Actual	9	44%	21	62%	60	68%	1	100%	39	82%	0		4	75%	14	43%	27	59%	58	76%
	At Meets or Above	2022 Target		59%		60%		60%		100%		79%				70%		35%		63%		60%
		2022 Actual	13	62%	44	66%	47	77%	0		35	71%	0		13	92%	22	23%	60	67%	58	67%
		Met Target		Y		Y		Y				N				Y		N		Y		Y
		2023		59%		76%		65%		100%		81%				70%		35%		63%		60%
		2024		59%		76%		65%		100%		81%				70%		35%		68%		65%

The percent of **Fielder** Elementary 3rd grade students who achieve Meets and above in Reading will increase **59%** to **83%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			60%	62%	82%	83%
Actual	58%	59%	65%	81%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Fielder	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	7	43%	72	60%	63	57%	0		8	88%	0		6	50%	22	36%	45	49%	71	59%
		2021 Actual	10	40%	64	64%	56	75%	0		16	50%	1	0%	7	71%	20	30%	40	58%	64	63%
	At Meets or Above	2022 Target		43%		60%		62%				88%				50%		36%		59%		64%
		2022 Actual	10	90%	46	87%	67	78%	1	100%	20	85%	0		4	25%	28	68%	48	81%	44	82%
		Met Target		Y		Y		Y				N				N		Y		Y		Y
		2023		43%		65%		88%				88%				50%		78%		64%		64%
		2024		43%		65%		88%				88%				50%		78%		69%		64%

The percent of **Franz** Elementary 3rd grade students who achieve Meets and above in Reading will increase **44%** to **51%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			45%	47%	49%	51%
Actual	43%	44%	32%	40%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Franz	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	28	46%	84	42%	24	46%	0		7	71%	0		1	0%	19	16%	101	38%	74	43%
		2021 Actual	31	26%	84	31%	13	54%	2	0%	8	38%	2	50%	4	25%	37	14%	103	27%	75	35%
	At Meets or Above	2022 Target		46%		47%		46%				71%				0%		16%		48%		48%
		2022 Actual	29	45%	83	37%	9	67%	0		5	40%	0		3	0%	21	14%	107	43%	67	45%
		Met Target		N		N		Y				N						N		N		N
		2023		51%		47%		46%				71%				0%		16%		53%		48%
		2024		51%		47%		46%				71%				0%		16%		53%		53%

The percent of **Golbow** Elementary 3rd grade students who achieve Meets and above in Reading will increase **52%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			53%	55%	57%	59%
Actual	40%	52%	41%	53%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Golbow	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	38	47%	38	47%	35	63%	0		8	50%	0		2	50%	22	14%	70	51%	26	58%
		2021 Actual	29	31%	49	39%	26	54%	0		11	55%	0		2	0%	26	23%	69	33%	34	38%
	At Meets or Above	2022 Target		52%		57%		63%				50%				50%		14%		56%		58%
		2022 Actual	38	47%	57	49%	23	65%	1	0%	17	71%	1	0%	3	33%	27	15%	104	50%	48	48%
		Met Target		N		N		Y				Y				N		Y		N		N
		2023		57%		57%		63%				50%				50%		25%		61%		58%
		2024		57%		62%		63%				50%				50%		25%		61%		58%

The percent of **Griffin** Elementary 3rd grade students who achieve Meets and above in Reading will increase **84%** to **91%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			85%	87%	89%	91%
Actual	65%	84%	75%	80%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Griffin	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	3	100%	27	85%	61	82%	0		30	83%	0		12	92%	9	100%	8	100%	40	88%
		2021 Actual	8	75%	21	67%	57	79%	0		32	72%	1	100%	7	86%	26	54%	12	75%	34	71%
	At Meets or Above	2022 Target		100%		90%		92%				88%				92%		100%		100%		88%
		2022 Actual	8	63%	21	86%	50	80%	0		28	89%	0		8	50%	18	28%	12	75%	24	92%
		Met Target		N		N		N				Y				N		N		N		Y
		2023		100%		90%		90%				95%				92%		100%		100%		93%
		2024		100%		95%		90%				95%				92%		100%		100%		93%

The percent of **Hayes** Elementary 3rd grade students who achieve Meets and above in Reading will increase **62%** to **74%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			63%	65%	73%	74%
Actual	55%	62%	62%	72%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Hayes	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	5	0%	24	42%	39	69%	0		18	89%	0		4	75%	10	20%	25	36%	32	63%
		2021 Actual	10	30%	26	58%	31	68%	0		17	65%	0		8	88%	14	43%	27	48%	35	57%
	At Meets or Above	2022 Target		0%		42%		69%				89%				75%		20%		46%		73%
		2022 Actual	8	75%	25	64%	32	72%	0		22	77%	0		2	100%	15	47%	36	58%	24	58%
		Met Target				Y		Y				N				Y		Y		Y		N
		2023		0%		74%		74%				89%				75%		20%		68%		73%
		2024		0%		74%		74%				89%				75%		20%		68%		78%

The percent of **Holland** Elementary 3rd grade students who achieve Meets and above in Reading will increase **69%** to **76%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			70%	72%	74%	76%
Actual	72%	69%	74%	72%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Holland	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	16	38%	30	57%	57	67%	0		69	83%	0		3	100%	20	35%	35	46%	66	59%
		2021 Actual	9	44%	26	73%	45	78%	0		52	73%	0		7	100%	14	29%	21	57%	58	74%
	At Meets or Above	2022 Target		38%		62%		67%				83%				100%		35%		56%		64%
		2022 Actual	9	78%	37	62%	43	70%	0		49	82%	0		3	67%	24	33%	31	45%	61	69%
		Met Target		Y		Y		Y				N				N		N		N		Y
		2023		38%		67%		67%				92%				100%		35%		55%		64%
		2024		38%		67%		67%				92%				100%		35%		55%		69%

The percent of **Hutsell** Elementary 3rd grade students who achieve Meets and above in Reading will increase **45%** to **52%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			46%	48%	50%	52%
Actual	50%	45%	47%	43%		
Met Goal			Y	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Hutsell	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	7	57%	72	40%	29	52%	1	100%	0		0		1	100%	29	14%	85	36%	57	35%
		2021 Actual	6	50%	73	42%	30	57%	0		0		0		1	100%	28	21%	63	40%	55	38%
		2022 Target		57%		40%		62%		100%						100%		24%		36%		35%
		2022 Actual	5	40%	81	38%	27	59%	0		0		1	0%	2	50%	28	11%	78	41%	53	38%
		Met Target		N		N		N								N		N		Y		Y
		2023		57%		40%		69%		100%						100%		21%		36%		40%
		2024		57%		40%		69%		100%						100%		21%		41%		40%

The percent of **Jenks** Elementary 3rd grade students who achieve Meets and above in Reading will increase **71%** to **79%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			72%	74%	78%	79%
Actual	62%	71%	67%	77%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Jenks	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	11	73%	73	59%	58	71%	0		69	83%	0		5	100%	22	41%	23	74%	103	65%
		2021 Actual	23	57%	69	57%	41	63%	1	100%	69	80%	0		13	85%	32	34%	38	58%	105	58%
		2022 Target		73%		69%		71%				83%				100%		41%		74%		75%
		2022 Actual	21	71%	64	69%	48	77%	3	67%	59	88%	2	100%	10	70%	21	38%	31	65%	86	71%
		Met Target		N		N		Y				Y				N		N		N		N
		2023		73%		79%		76%				83%				100%		41%		75%		75%
		2024		73%		79%		76%				83%				100%		41%		75%		80%

The percent of **Katy** Elementary 3rd grade students who achieve Meets and above in Reading will increase **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			67%	69%	71%	73%
Actual	61%	66%	57%	63%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Katy	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%
3rd Grade Reading At Meets or Above	2019 Actual	4	50%	26	50%	79	71%	0		1	0%	1	100%	4	100%	16	25%	19	58%	13	46%
	2021 Actual	6	33%	15	40%	70	63%	1	100%	3	67%	0		1	0%	18	28%	13	8%	5	40%
	2022 Target		50%		60%		81%				0%		100%		100%		25%		58%		46%
	2022 Actual	6	17%	22	73%	68	62%	0		0		1	100%	2	100%	25	40%	27	41%	4	50%
	Met Target		N		Y		N						Y		Y		Y		N		Y
	2023		50%		65%		72%				0%		100%		100%		25%		51%		46%
	2024		50%		70%		72%				0%		100%		100%		25%		51%		46%

The percent of **Kilpatrick** Elementary 3rd grade students who achieve Meets and above in Reading will increase **82%** to **89%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			83%	85%	87%	89%
Actual	78%	82%	74%	81%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Kilpatrick	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%
3rd Grade Reading At Meets or Above	2019 Actual	6	67%	37	84%	70	70%	0		71	92%	0		6	100%	18	56%	16	69%	68	84%
	2021 Actual	10	50%	40	55%	55	80%	0		51	88%	0		5	60%	20	50%	12	17%	62	66%
	2022 Target		67%		89%		80%				92%				100%		56%		69%		89%
	2022 Actual	4	75%	41	78%	50	78%	0		59	85%	0		20	85%	32	63%	28	71%	56	75%
	Met Target		Y		N		N				N				N		Y		Y		N
	2023		67%		94%		85%				92%				100%		73%		81%		89%
2024		67%		94%		90%				92%				100%		73%		81%		94%	

The percent of **King** Elementary 3rd grade students who achieve Meets and above in Reading will increase **47%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			48%	50%	58%	59%
Actual	41%	47%	37%	57%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
King	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	23	52%	84	40%	43	56%	2	50%	3	67%	1	0%	6	50%	15	0%	88	38%	61	34%
		2021 Actual	19	32%	85	33%	21	43%	0		9	67%	0		3	67%	20	0%	74	32%	54	44%
		2022 Target		52%		40%		61%		50%		67%		0%		50%		0%		43%		44%
		2022 Actual	20	45%	72	60%	22	64%	1	100%	9	44%	1	100%	4	50%	24	17%	78	55%	48	50%
		Met Target		N		Y		Y		Y		N				Y				Y		Y
		2023		52%		45%		61%		50%		67%		0%		50%		0%		65%		60%
	2024		52%		50%		61%		50%		67%		0%		50%		0%		65%		60%	

The percent of **Leonard** Elementary 3rd grade students who achieve Meets and above in Reading will increase **40%** to **59%** by July 2024.

	2021	2022	2023	2024
Goals		41%	58%	59%
Actual	40%	57%		
Met Goal		Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Leonard	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2021 Actual	43	37%	52	38%	21	43%	0		8	75%	0		3	0%	19	0%	65	37%	28	36%
		2022 Target		37%		38%		43%				75%				0%		0%		42%		41%
		2022 Actual	74	55%	93	56%	26	54%	0		18	78%	0		7	57%	44	20%	137	50%	66	59%
		Met Target		Y		Y		Y				Y								Y		Y
	2023		42%		43%		64%				75%				0%		30%		42%		41%	
2024		42%		43%		64%				75%				0%		30%		47%		46%		

The percent of **Mayde Creek** Elementary 3rd grade students who achieve Meets and above in Reading will increase **38%** to **52%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			39%	41%	51%	52%
Actual	47%	38%	36%	50%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Mayde Creek	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	35	34%	70	36%	21	52%	1	0%	7	43%	0		3	33%	23	26%	100	33%	51	27%
		2021 Actual	26	46%	40	20%	15	53%	0		10	50%	0		5	40%	19	16%	63	32%	27	26%
	At Meets or Above	2022 Target		34%		41%		52%		0%		43%				33%		26%		38%		37%
		2022 Actual	49	43%	43	44%	14	64%	0		8	75%	0		3	100%	24	25%	92	46%	25	56%
		Met Target		Y		Y		Y				Y				Y		N		Y		Y
		2023		53%		54%		52%		0%		43%				33%		26%		38%		42%
		2024		53%		54%		52%		0%		43%				33%		26%		43%		42%

The percent of **McElwain** Elementary 3rd grade students who achieve Meets and above in Reading will increase **54%** to **59%** by July 2024.

	2021	2022	2023	2024
Goals		55%	57%	59%
Actual	54%	55%		
Met Goal		Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
McElwain	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2021 Actual	28	64%	60	45%	19	63%	0		5	40%	0		2	100%	15	20%	44	57%	33	42%
		2022 Target		64%		50%		63%				40%				100%		20%		57%		47%
	At Meets or Above	2022 Actual	33	48%	78	46%	28	68%	0		14	79%	0		17	65%	25	8%	74	42%	33	33%
		Met Target		N		N		Y				Y				N		N		N		N
		2023		64%		55%		63%				40%				100%		18%		57%		43%
2024		64%		60%		63%				40%				100%		18%		57%		43%		

The percent of **McRoberts** Elementary 3rd grade students who achieve Meets and above in Reading will increase **50%** to **64%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			51%	53%	63%	64%
Actual	48%	50%	37%	62%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
McRoberts	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	23	52%	67	51%	18	39%	1	100%	2	50%	0		2	50%	12	17%	80	48%	48	50%
		2021 Actual	20	45%	65	34%	12	42%	0		1	100%	0		1	0%	15	13%	73	32%	50	30%
	At Meets or Above	2022 Target		52%		56%		39%		100%		50%				50%		17%		58%		55%
		2022 Actual	19	58%	79	62%	5	60%	0		4	100%	0		2	50%	15	40%	88	60%	60	57%
		Met Target		Y		Y		Y				Y				Y		Y		Y		Y
		2023		52%		61%		39%		100%		50%				50%		17%		70%		67%
		2024		52%		61%		39%		100%		50%				50%		17%		70%		67%

The percent of **Memorial Parkway** Elementary 3rd grade students who achieve Meets and above in Reading will increase **53%** to **60%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			54%	56%	58%	60%
Actual	57%	53%	54%	51%		
Met Goal			Y	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Memorial Parkway	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	8	25%	91	56%	24	58%	0		5	40%	0		2	0%	17	24%	73	47%	78	55%
		2021 Actual	12	42%	96	55%	19	58%	0		4	75%	0		2	50%	17	24%	80	50%	81	52%
	At Meets or Above	2022 Target		25%		61%		58%				40%				0%		24%		57%		60%
		2022 Actual	5	60%	94	48%	23	61%	0		3	33%	0		8	63%	13	15%	107	48%	82	49%
		Met Target		Y		N		Y				N						N		N		N
		2023		25%		58%		58%				40%				0%		24%		58%		65%
		2024		25%		58%		58%				40%				0%		24%		58%		65%

The percent of **Morton Ranch** Elementary 3rd grade students who achieve Meets and above in Reading will increase **37%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			38%	40%	58%	59%
Actual	49%	37%	43%	57%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Morton Ranch	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	28	43%	74	31%	33	45%	2	0%	11	45%	0		2	0%	20	5%	96	26%	76	28%
		2021 Actual	34	35%	87	41%	15	47%	0		8	63%	0		4	75%	23	9%	92	35%	69	42%
		2022 Target		43%		36%		60%		0%		45%				0%		5%		31%		28%
		2022 Actual	36	44%	117	57%	18	72%	0		9	78%	0		6	50%	19	26%	127	52%	94	57%
		Met Target		Y		Y		Y				Y						Y		Y		Y
		2023		54%		36%		60%		0%		45%				0%		5%		62%		33%
	2024		54%		41%		60%		0%		45%				0%		5%		62%		38%	

The percent of **Nottingham** Elementary 3rd grade students who achieve Meets and above in Reading will increase **57%** to **65%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			58%	60%	64%	65%
Actual	61%	57%	68%	63%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Nottingham	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	11	27%	21	52%	78	56%	0		15	87%	0		5	60%	25	40%	30	27%	25	52%
		2021 Actual	11	73%	22	45%	75	77%	0		12	58%	1	100%	4	25%	17	41%	34	50%	18	50%
		2022 Target		27%		52%		61%				87%				60%		45%		37%		52%
		2022 Actual	9	22%	21	67%	71	63%	0		5	100%	0		5	80%	24	33%	30	50%	4	75%
		Met Target		N		Y		Y				Y				Y		N		Y		Y
		2023		27%		52%		73%				87%				60%		50%		60%		52%
	2024		27%		52%		73%				87%				60%		55%		60%		52%	

The percent of **Pattison** Elementary 3rd grade students who achieve Meets and above in Reading will increase **78%** to **85%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			79%	81%	83%	85%
Actual	82%	78%	83%	81%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Pattison	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	9	33%	21	67%	102	85%	0		50	76%	0		6	83%	8	25%	28	50%	52	58%
		2021 Actual	10	70%	29	83%	71	86%	0		47	79%	0		8	100%	18	67%	23	74%	51	71%
	At Meets or Above	2022 Target		33%		67%		85%				76%				83%		25%		60%		68%
		2022 Actual	13	62%	36	72%	89	85%	0		49	86%	0		7	71%	24	46%	38	66%	62	76%
		Met Target		Y		Y		Y				Y				N		Y		Y		Y
		2023		33%		82%		85%				76%				83%		25%		76%		73%
		2024		33%		82%		85%				76%				83%		25%		76%		78%

The percent of **Randolph** Elementary 3rd grade students who achieve Meets and above in Reading will increase **77%** to **84%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			78%	80%	82%	84%
Actual	78%	77%	70%	80%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Randolph	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	8	88%	16	75%	116	72%	1	100%	22	91%	0		13	100%	15	60%	7	86%	16	75%
		2021 Actual	4	25%	33	76%	102	67%	0		28	89%	0		19	58%	22	36%	12	67%	22	68%
	At Meets or Above	2022 Target		88%		75%		82%		100%		91%				100%		60%		86%		75%
		2022 Actual	8	75%	29	76%	102	81%	0		24	83%	0		11	73%	38	55%	14	57%	13	69%
		Met Target		N		Y		N				N				N		N		N		N
		2023		88%		86%		87%		100%		91%				100%		65%		86%		75%
		2024		88%		86%		92%		100%		91%				100%		65%		86%		75%

The percent of **Rhoads** Elementary 3rd grade students who achieve Meets and above in Reading will increase **41%** to **48%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			42%	44%	46%	48%
Actual	42%	41%	34%	34%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Rhoads	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	23	39%	101	35%	17	59%	0		9	67%	1	0%	3	100%	18	22%	117	37%	92	37%
		2021 Actual	22	32%	66	30%	18	39%	0		4	100%	0		6	33%	21	0%	87	31%	55	31%
		2022 Target		39%		45%		59%				67%		0%		100%		22%		42%		42%
		2022 Actual	21	43%	79	28%	12	50%	1	100%	3	67%	0		3	33%	27	11%	97	31%	52	31%
		Met Target		Y		N		N				Y				N		N		N		N
		2023		39%		38%		59%				67%		0%		100%		21%		47%		47%
		2024		39%		38%		59%				67%		0%		100%		21%		52%		47%

The percent of **Robertson** Elementary 3rd grade students who achieve Meets and above in Reading will increase **69%** to **70%** by July 2024.

	2023	2024
Goals	69%	70%

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Robertson	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
		2023		67%		68%		70%			88%				50%		43%		55%		50%
		2024		67%		73%		75%			88%				50%		43%		55%		50%

The percent of **Rylander** Elementary 3rd grade students who achieve Meets and above in Reading will increase **66%** to **76%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			67%	69%	75%	76%
Actual	63%	66%	69%	74%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Rylander	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	19	58%	36	58%	76	74%	0		29	69%	0		7	43%	19	32%	39	49%	38	61%
		2021 Actual	12	58%	32	63%	47	81%	0		36	69%	0		10	50%	23	35%	42	57%	49	61%
		2022 Target		58%		58%		74%				79%				43%		32%		59%		61%
		2022 Actual	12	67%	63	71%	56	73%	0		21	90%	0		7	71%	24	33%	70	66%	61	67%
		Met Target		Y		Y		N				Y				Y		Y		Y		Y
		2023		58%		63%		74%				79%				43%		32%		76%		77%
		2024		58%		68%		74%				79%				43%		32%		76%		77%

The percent of **Schmalz** Elementary 3rd grade students who achieve Meets and above in Reading will increase **33%** to **55%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			34%	36%	54%	55%
Actual	43%	33%	36%	53%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Schmalz	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	45	20%	98	37%	29	41%	1	0%	17	29%	0		5	40%	20	20%	130	28%	87	31%
		2021 Actual	42	33%	81	32%	21	62%	0		13	31%	0		11	27%	21	14%	108	30%	68	28%
		2022 Target		30%		37%		56%		0%		29%				40%		20%		33%		31%
		2022 Actual	68	49%	96	54%	23	61%	1	100%	7	43%	0		9	56%	25	16%	160	49%	73	52%
		Met Target		Y		Y		Y				Y				Y		N		Y		Y
		2023		35%		37%		61%		0%		29%				40%		26%		59%		31%
2024		35%		42%		61%		0%		29%				40%		26%		59%		31%		

The percent of **Shafer** Elementary 3rd grade students who achieve Meets and above in Reading will increase **73%** to **81%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			74%	76%	80%	81%
Actual	79%	73%	76%	79%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Shafer	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	19	58%	37	70%	72	67%	1	100%	57	91%	0		9	44%	14	29%	21	57%	56	71%
		2021 Actual	16	75%	22	73%	64	77%	0		54	74%	1	100%	6	100%	15	33%	30	67%	53	72%
	At Meets or Above	2022 Target		58%		75%		77%		100%		91%				44%		29%		57%		76%
		2022 Actual	24	63%	22	73%	69	75%	0		68	91%	0		17	71%	29	52%	41	46%	52	73%
		Met Target		Y		N		N				N				Y		Y		N		N
		2023		58%		80%		77%		100%		91%				44%		62%		56%		81%
		2024		58%		85%		82%		100%		91%				44%		62%		56%		81%

The percent of **Stanley** Elementary 3rd grade students who achieve Meets and above in Reading will increase **76%** to **84%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			77%	79%	83%	84%
Actual	76%	76%	77%	82%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Stanley	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	5	100%	37	62%	58	69%	0		53	89%	0		4	100%	15	47%	10	80%	36	69%
		2021 Actual	5	60%	19	74%	64	84%	1	100%	52	77%	0		10	50%	20	35%	12	42%	36	69%
	At Meets or Above	2022 Target		100%		72%		74%				89%				100%		47%		80%		74%
		2022 Actual	5	80%	26	85%	48	73%	0		53	91%	0		5	60%	16	50%	16	50%	30	83%
		Met Target		N		Y		N				Y				N		Y		N		Y
		2023		100%		77%		83%				89%				100%		47%		80%		93%
		2024		100%		82%		83%				89%				100%		47%		80%		93%

The percent of **Stephens** Elementary 3rd grade students who achieve Meets and above in Reading will increase **40%** to **60%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			41%	43%	59%	60%
Actual	46%	40%	53%	58%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Stephens	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%
3rd Grade Reading At Meets or Above	2019 Actual	13	15%	76	41%	11	64%	3	33%	4	50%	0		2	50%	19	26%	78	36%	52	38%
	2021 Actual	15	60%	56	46%	14	64%	1	100%	7	71%	0		1	0%	26	23%	66	48%	51	47%
	2022 Target		15%		46%		64%		33%		50%				50%		26%		46%		43%
	2022 Actual	10	50%	62	50%	11	73%	1	100%	7	100%	0		1	100%	25	28%	67	46%	51	53%
	Met Target		Y		Y		Y		Y		Y				Y		Y		Y		Y
	2023		15%		51%		64%		33%		50%				50%		38%		56%		48%
	2024		15%		51%		64%		33%		50%				50%		38%		56%		53%

The percent of **Sundown** Elementary 3rd grade students who achieve Meets and above in Reading will increase **41%** to **48%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			42%	44%	46%	48%
Actual	44%	41%	29%	44%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Sundown	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%
3rd Grade Reading At Meets or Above	2019 Actual	11	64%	74	36%	14	36%	1	0%	4	75%	0		2	50%	26	19%	85	38%	61	43%
	2021 Actual	16	31%	76	26%	12	42%	0		2	50%	0		3	33%	31	16%	85	28%	51	25%
	2022 Target		64%		41%		36%		0%		75%				50%		29%		43%		43%
	2022 Actual	17	47%	75	40%	9	56%	1	100%	2	100%	0		0		31	39%	83	36%	48	33%
	Met Target		N		N		Y				Y						Y		N		N
	2023		64%		50%		36%		0%		75%				50%		34%		46%		43%
	2024		64%		50%		36%		0%		75%				50%		39%		46%		48%

The percent of **West Memorial** Elementary 3rd grade students who achieve Meets and above in Reading will increase **52%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			53%	55%	57%	59%
Actual	41%	52%	30%	45%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
West Memorial	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	25	36%	48	46%	54	65%	0		9	67%	0		6	33%	13	23%	67	42%	33	55%
		2021 Actual	28	18%	46	22%	22	41%	0		11	64%	0		7	43%	18	0%	65	26%	30	37%
	At Meets or Above	2022 Target		46%		51%		65%				67%				33%		23%			47%	55%
		2022 Actual	31	42%	54	44%	30	53%	0		7	43%	0		9	33%	24	21%	85	40%	38	42%
		Met Target		N		N		N				N				Y		N		N		N
		2023		51%		51%		63%				67%				33%		23%		50%		55%
		2024		56%		56%		63%				67%				33%		23%		50%		55%

The percent of **Williams** Elementary 3rd grade students who achieve Meets and above in Reading will increase **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			67%	69%	71%	73%
Actual	76%	66%	63%	67%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Williams	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	7	43%	46	52%	67	75%	0		15	87%	0		4	50%	11	27%	33	48%	48	56%
		2021 Actual	5	20%	53	60%	60	63%	0		14	86%	0		7	57%	16	6%	39	44%	55	60%
	At Meets or Above	2022 Target		43%		57%		75%				87%				50%		27%			58%	61%
		2022 Actual	2	50%	49	49%	70	83%	0		10	70%	0		7	43%	22	36%	46	48%	48	44%
		Met Target		Y		N		Y				N				N		Y		N		N
		2023		43%		62%		75%				87%				50%		27%		58%		54%
		2024		43%		67%		75%				87%				50%		27%		58%		54%

The percent of **Wilson** Elementary 3rd grade students who achieve Meets and above in Reading will increase **74%** to **83%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			75%	77%	82%	83%
Actual	74%	74%	73%	81%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Wilson	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	9	89%	37	76%	62	66%	1	100%	37	81%	1	100%	5	80%	15	47%	10	50%	39	72%
		2021 Actual	16	44%	29	72%	51	73%	0		39	82%	0		4	100%	12	50%	15	47%	36	64%
	At Meets or Above	2022 Target		89%		81%		76%		100%		81%		100%		80%		47%		50%		77%
		2022 Actual	17	65%	70	77%	55	85%	1	100%	55	87%	0		3	33%	24	54%	38	66%	68	78%
		Met Target		N		N		Y		Y		Y				N		Y		Y		Y
		2023		89%		87%		81%		100%		81%		100%		80%		47%		76%		82%
		2024		89%		87%		81%		100%		86%		100%		80%		47%		76%		82%

The percent of **Winborn** Elementary 3rd grade students who achieve Meets and above in Reading will increase **40%** to **47%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			41%	43%	45%	47%
Actual	47%	40%	34%	44%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Winborn	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	13	31%	44	41%	43	44%	0		6	50%	0		12	25%	17	6%	55	31%	24	50%
		2021 Actual	14	29%	35	40%	28	32%	0		5	40%	0		3	0%	15	0%	43	23%	10	20%
	At Meets or Above	2022 Target		31%		41%		59%				50%				25%		6%		41%		50%
		2022 Actual	23	30%	45	42%	26	42%	1	100%	4	75%	0		6	83%	33	12%	70	33%	14	29%
		Met Target		N		Y		N				Y				Y		Y		N		N
		2023		31%		41%		52%				50%				25%		22%		46%		50%
		2024		31%		46%		52%				50%				25%		22%		51%		50%

The percent of **Wolfe** Elementary 3rd grade students who achieve Meets and above in Reading will increase **48%** to **55%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			49%	51%	54%	55%
Actual	30%	48%	43%	53%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Wolfe	3rd Grade Reading At Meets or Above	2019 Actual	15	40%	12	25%	15	73%	0		2	100%	0		2	0%	5	60%	20	25%	4	25%
		2021 Actual	16	31%	22	23%	20	70%	0		2	100%	0		0		11	27%	32	31%	12	42%
		2022 Target		40%		25%		73%				100%				0%		60%		25%		25%
		2022 Actual	11	45%	25	36%	15	73%	0		5	60%	0		3	100%	12	25%	37	35%	15	27%
		Met Target		Y		Y		Y				N						N		Y		Y
		2023		40%		46%		73%				100%				0%		60%		45%		25%
		2024		40%		46%		73%				100%				0%		60%		45%		25%

The percent of **Wolman** Elementary 3rd grade students who achieve Meets and above in Reading will increase **76%** to **83%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			77%	79%	81%	83%
Actual	69%	76%	77%	79%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Wolman	3rd Grade Reading At Meets or Above	2019 Actual	5	20%	20	80%	114	75%	1	100%	11	91%	1	100%	4	75%	20	65%	6	50%	13	77%
		2021 Actual	9	44%	19	53%	103	82%	0		14	100%	0		4	50%	25	52%	14	57%	14	86%
		2022 Target		20%		80%		85%				100%				75%		65%		50%		77%
		2022 Actual	13	92%	23	83%	114	75%	0		15	87%	0		5	80%	24	75%	17	65%	15	87%
		Met Target		Y		Y		N				N				Y		Y		Y		Y
		2023		20%		80%		85%				100%				75%		65%		50%		77%
		2024		20%		80%		85%				100%				75%		65%		50%		77%

The percent of **WoodCreek** Elementary 3rd grade students who achieve Meets and above in Reading will increase **68%** to **87%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			69%	71%	86%	87%
Actual	72%	68%	73%	85%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
WoodCreek	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	22	55%	36	56%	81	67%	2	100%	54	85%	0		7	57%	33	27%	22	23%	46	65%
		2021 Actual	20	65%	31	65%	54	74%	0		52	79%	0		15	80%	24	46%	26	35%	29	76%
	At Meets or Above	2022 Target		55%		66%		67%		100%		85%				57%		37%		23%		65%
		2022 Actual	24	83%	32	75%	78	83%	0		70	90%	0		17	88%	24	46%	41	73%	38	82%
		Met Target		Y		Y		Y				Y				Y		Y		Y		Y
		2023		55%		85%		67%		100%		85%				57%		42%		83%		70%
		2024		55%		85%		67%		100%		85%				57%		47%		83%		70%



Elementary Grade 3 Proficiency
Mathematics Meets and Masters Performance

The percent of **Katy ISD** Elementary 3rd grade students who achieve Meets and above in Math will increase from **60%** to **67%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			61%	63%	65%	67%
Actual	62%	60%	48%	56%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%	
Katy ISD	3rd Grade Math At Meets or Above	2019 Actual	654	42%	2,047	46%	2,154	67%	20	65%	973	87%	8	25%	201	61%	739	28%	1,979	40%	2,027	57%
		2021 Actual	707	28%	2,047	33%	1,792	60%	7	29%	922	72%	9	33%	265	51%	866	22%	1,973	27%	1,947	45%
		2022 Target		47%		46%		67%		65%		87%		25%		61%		38%		45%		57%
		2022 Actual	859	38%	2,320	44%	1,895	64%	15	60%	1,037	82%	10	60%	301	59%	1,064	26%	2,649	38%	1,964	53%
		Met Target		N		N		N		N		N		Y		N		N		N		N
		2023		47%		46%		67%		65%		92%		25%		61%		43%		48%		57%
		2024		47%		51%		67%		65%		92%		25%		61%		48%		48%		57%

The percent of **Alexander** Elementary 3rd grade students who achieve Meets and above in Math will increase from **79%** to **86%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			80%	82%	84%	86%
Actual	73%	79%	61%	75%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%	
Alexander	3rd Grade Math At Meets or Above	2019 Actual	7	57%	17	71%	63	70%	0		71	92%	0		6	67%	18	44%	8	38%	48	85%
		2021 Actual	8	50%	17	24%	60	55%	0		50	80%	1	100%	6	67%	17	47%	25	32%	54	63%
		2022 Target		57%		71%		80%				92%				67%		44%		38%		95%
		2022 Actual	6	50%	27	63%	45	69%	0		64	86%	0		11	82%	27	33%	30	53%	52	77%
		Met Target		N		N		N		N		N		Y		N		N		Y		N
		2023		57%		71%		85%				95%				67%		43%		38%		95%
		2024		57%		71%		90%				95%				67%		43%		38%		95%

The percent of **Bear Creek** Elementary 3rd grade students who achieve Meets and above in Math will increase from **24%** to **31%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			25%	27%	29%	31%
Actual	30%	24%	16%	26%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Bear Creek	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	13	23%	70	20%	14	21%	0		4	75%	0		1	100%	16	6%	78	24%	56	25%
		2021 Actual	12	0%	83	16%	13	31%	0		0		0		0		23	4%	87	13%	61	20%
		2022 Target		23%		40%		21%				75%				100%		6%		34%		35%
		2022 Actual	11	18%	70	23%	12	42%	0		2	100%	0		2	0%	22	14%	92	23%	48	27%
		Met Target		N		N		Y				Y				N		Y		N		N
		2023		23%		33%		21%				75%				100%		6%		33%		40%
		2024		23%		33%		21%				75%				100%		6%		33%		40%

The percent of **Bethke** Elementary 3rd grade students who achieve Meets and above in Math will increase from **39%** to **46%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			40%	42%	45%	46%
Actual	53%	39%	37%	44%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Bethke	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	43	30%	104	33%	64	53%	0		25	48%	1	0%	9	44%	37	24%	96	26%	75	33%
		2021 Actual	17	18%	58	26%	25	64%	0		11	64%	0		8	38%	14	7%	42	21%	39	18%
		2022 Target		30%		38%		53%				68%		0%		44%		24%		31%		33%
		2022 Actual	32	31%	72	33%	37	59%	0		17	76%	0		10	50%	25	8%	71	39%	35	40%
		Met Target		Y		N		Y				Y				Y		N		Y		Y
		2023		30%		43%		53%				78%		0%		44%		18%		31%		38%
		2024		30%		43%		58%				78%		0%		44%		18%		36%		38%

The percent of **Bryant** Elementary 3rd grade students who achieve Meets and above in Math will increase from **54%** to **61%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			55%	57%	60%	61%
Actual	67%	54%	45%	59%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Bryant	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%
3rd Grade Math At Meets or Above	2019 Actual	18	61%	34	41%	74	58%	0		8	75%	0		2	0%	20	25%	20	60%	12	33%
	2021 Actual	14	14%	52	42%	79	48%	0		14	57%	2	50%	13	54%	28	11%	34	26%	23	35%
	2022 Target		61%		51%		68%				75%				0%		25%		60%		33%
	2022 Actual	45	49%	49	55%	82	57%	1	100%	27	74%	3	33%	14	93%	30	20%	50	44%	28	50%
	Met Target		N		Y		N				N						N		N		Y
	2023		61%		56%		73%				84%				0%		30%		60%		33%
	2024		61%		61%		78%				84%				0%		30%		60%		33%

The percent of **Campbell** Elementary 3rd grade students who achieve Meets and above in Math will increase from **65%** to **72%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			66%	68%	70%	72%
Actual		65%	56%	51%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Campbell	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%
3rd Grade Math At Meets or Above	2019 Actual	7	71%	45	44%	45	73%	1	100%	24	79%	0		3	100%	20	50%	18	56%	50	54%
	2021 Actual	17	47%	94	54%	59	59%	0		32	66%	0		10	40%	23	35%	36	47%	94	60%
	2022 Target		71%		54%		73%		100%		79%				100%		50%		56%		64%
	2022 Actual	21	38%	86	38%	88	49%	0		63	75%	0		9	44%	44	14%	53	23%	85	47%
	Met Target		N		N		N				N				N		N		N		N
	2023		71%		59%		59%		100%		79%				100%		50%		33%		69%
	2024		71%		64%		59%		100%		79%				100%		50%		33%		74%

The percent of **Cimarron** Elementary 3rd grade students who achieve Meets and above in Math will increase from **46%** to **53%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			47%	49%	51%	53%
Actual	53%	46%	21%	33%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Cimarron	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		11	18%	29	48%	45	49%	0		1	100%	0		5	60%	11	9%	32	38%	12	58%
	2021 Actual		8	13%	31	19%	31	23%	0		0		0		11	27%	11	9%	40	18%	15	27%
	2022 Target			18%		48%		64%				100%				60%		9%		48%		58%
	2022 Actual		12	25%	34	26%	42	43%	0		2	100%	0		5	0%	20	15%	54	28%	7	29%
	Met Target			Y		N		N				Y				N		Y		N		N
	2023			18%		36%		53%				100%				60%		9%		53%		58%
	2024			18%		36%		53%				100%				60%		9%		58%		58%

The percent of **Creech** Elementary 3rd grade students who achieve Meets and above in Math will increase from **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			67%	69%	71%	73%
Actual	56%	66%	58%	63%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Creech	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		17	53%	42	64%	57	67%	0		20	85%	2	0%	5	80%	14	36%	37	62%	37	70%
	2021 Actual		19	32%	36	47%	51	73%	0		14	79%	0		5	40%	17	29%	43	51%	39	59%
	2022 Target			53%		69%		72%				85%		0%		80%		36%		72%		70%
	2022 Actual		23	48%	44	59%	60	63%	1	100%	20	85%	0		2	100%	19	32%	50	46%	43	58%
	Met Target			N		N		N				Y				Y		N		N		N
	2023			53%		74%		73%				85%		0%		80%		36%		56%		75%
	2024			53%		74%		73%				85%		0%		80%		36%		56%		75%

The percent of **Davidson** Elementary 3rd grade students who achieve Meets and above in Math will increase from **60%** to **77%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			61%	63%	76%	77%
Actual	69%	60%	56%	75%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Davidson	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%
3rd Grade Math At Meets or Above	2019 Actual	18	72%	33	61%	60	30%	0		77	82%	0		5	20%	15	33%	15	40%	72	75%
	2021 Actual	17	24%	27	48%	41	54%	0		63	70%	0		15	53%	18	17%	14	57%	51	63%
	2022 Target		72%		66%		50%				87%				20%		33%		40%		75%
	2022 Actual	14	57%	32	59%	50	70%	1	100%	77	87%	1	100%	15	80%	24	38%	31	68%	48	81%
	Met Target		N		N		Y				Y				Y		Y		Y		Y
	2023		72%		69%		55%				95%				20%		33%		40%		75%
	2024		72%		69%		60%				95%				20%		33%		40%		75%

The percent of **Exley** Elementary 3rd grade students who achieve Meets and above in Math will increase from **70%** to **77%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			71%	73%	75%	77%
Actual	74%	70%	57%	62%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Exley	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%
3rd Grade Math At Meets or Above	2019 Actual	17	53%	40	53%	68	75%	1	100%	38	84%	0		10	80%	20	30%	51	51%	74	59%
	2021 Actual	9	0%	21	52%	60	53%	1	100%	39	74%	0		4	75%	14	29%	27	30%	58	66%
	2022 Target		53%		63%		75%		100%		84%				80%		30%		61%		59%
	2022 Actual	14	57%	44	43%	47	68%	0		35	80%	0		13	62%	22	14%	61	56%	58	59%
	Met Target		Y		N		N				N				N		N		N		N
	2023		53%		53%		75%		100%		90%				80%		30%		66%		64%
	2024		53%		53%		75%		100%		90%				80%		30%		66%		69%

The percent of **Fielder** Elementary 3rd grade students who achieve Meets and above in Math will increase from **62%** to **71%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			63%	65%	70%	71%
Actual	54%	62%	55%	69%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Fielder	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	7	43%	72	61%	63	63%	0		8	88%	0		6	50%	22	27%	45	47%	71	63%
		2021 Actual	10	50%	65	42%	56	68%	0		16	69%	1	0%	7	71%	21	19%	41	37%	64	48%
		2022 Target		43%		66%		63%				88%				50%		27%		57%		68%
		2022 Actual	10	70%	46	72%	67	67%	1	100%	20	75%	0		4	25%	28	46%	48	63%	44	73%
		Met Target		Y		Y		Y				N				N		Y		Y		Y
		2023		43%		66%		77%				88%				50%		56%		62%		68%
		2024		43%		71%		77%				88%				50%		56%		67%		68%

The percent of **Franz** Elementary 3rd grade students who achieve Meets and above in Math will increase from **42%** to **49%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			43%	45%	47%	49%
Actual	36%	42%	26%	37%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Franz	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	28	32%	84	40%	24	46%	0		7	86%	0		1	100%	19	5%	101	39%	74	49%
		2021 Actual	31	16%	84	26%	13	46%	2	0%	9	44%	2	0%	4	25%	37	11%	103	25%	76	33%
		2022 Target		42%		45%		46%				86%				100%		5%		44%		49%
		2022 Actual	29	34%	83	34%	9	89%	0		5	40%	0		3	0%	21	14%	107	36%	67	45%
		Met Target		N		N		Y				N				N		Y		N		N
		2023		47%		44%		46%				86%				100%		5%		46%		49%
		2024		52%		44%		46%				86%				100%		5%		46%		49%

The percent of **Golbow** Elementary 3rd grade students who achieve Meets and above in Math will increase from **49%** to **56%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			50%	52%	54%	56%
Actual	47%	49%	27%	35%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Golbow	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		38	47%	38	37%	35	57%	0		8	75%	0		2	50%	22	9%	70	49%	26	62%
	2021 Actual		29	28%	49	12%	26	46%	0		11	55%	0		2	0%	26	8%	69	26%	34	32%
	2022 Target			52%		47%		62%				75%				50%		9%		49%		62%
	2022 Actual		37	38%	57	26%	23	48%	1	0%	17	53%	1	0%	3	0%	26	19%	103	32%	48	33%
	Met Target			N		N		N				N				N		Y		N		N
	2023			52%		36%		62%				75%				50%		9%		54%		43%
	2024			57%		36%		62%				75%				50%		9%		54%		43%

The percent of **Griffin** Elementary 3rd grade students who achieve Meets and above in Math will increase from **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			74%	76%	78%	80%
Actual	72%	73%	57%	75%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Griffin	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		3	100%	27	56%	61	72%	0		30	93%	0		12	58%	9	56%	8	75%	40	78%
	2021 Actual		8	50%	21	52%	57	61%	0		32	59%	1	0%	7	43%	26	42%	12	58%	34	62%
	2022 Target			100%		66%		82%				93%				58%		56%		75%		78%
	2022 Actual		8	75%	21	67%	50	76%	0		28	86%	0		8	50%	18	22%	12	50%	24	83%
	Met Target			N		Y		N				N				N		N		N		Y
	2023			100%		71%		86%				95%				58%		56%		75%		83%
	2024			100%		76%		86%				95%				58%		56%		75%		83%

The percent of **Hayes** Elementary 3rd grade students who achieve Meets and above in Math will increase from **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			67%	69%	71%	73%
Actual	56%	66%	54%	57%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Hayes	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%
3rd Grade Math At Meets or Above	2019 Actual	5	0%	24	54%	39	72%	0		18	89%	0		4	50%	10	20%	25	44%	32	63%
	2021 Actual	10	20%	26	42%	31	71%	0		17	53%	0		8	75%	14	43%	27	37%	35	54%
	2022 Target		0%		54%		72%				89%				50%		20%		54%		73%
	2022 Actual	8	63%	25	40%	32	59%	0		22	68%	0		2	100%	15	33%	36	36%	24	63%
	Met Target				N		N				N				Y		Y		N		N
	2023		0%		54%		69%				89%				50%		20%		46%		73%
	2024		0%		54%		69%				89%				50%		20%		46%		78%

The percent of **Holland** Elementary 3rd grade students who achieve Meets and above in Math will increase from **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			74%	76%	78%	80%
Actual	75%	73%	70%	70%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Holland	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%
3rd Grade Math At Meets or Above	2019 Actual	16	25%	31	61%	57	70%	0		70	91%	0		3	100%	20	30%	36	47%	68	76%
	2021 Actual	9	44%	26	58%	44	70%	0		52	77%	0		7	86%	14	36%	21	48%	57	74%
	2022 Target		25%		71%		70%				91%				100%		30%		57%		76%
	2022 Actual	9	89%	37	62%	43	60%	0		49	84%	0		3	33%	24	21%	31	58%	61	70%
	Met Target		Y		N		N				N				N		N		Y		N
	2023		25%		71%		70%				94%				100%		30%		62%		76%
	2024		25%		76%		70%				94%				100%		30%		67%		76%

The percent of **Hutsell** Elementary 3rd grade students who achieve Meets and above in Math will increase from **46%** to **53%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			47%	49%	51%	53%
Actual	51%	46%	25%	39%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Hutsell	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	7	43%	73	44%	29	48%	1	100%	0		0		1	100%	29	21%	86	41%	58	47%
		2021 Actual	6	17%	73	19%	30	43%	0		0		0		1	0%	28	7%	63	21%	55	18%
		2022 Target		43%		44%		63%		100%						100%		31%		41%		47%
		2022 Actual	5	0%	81	31%	27	67%	0		0		1	100%	2	50%	28	4%	78	36%	53	40%
		Met Target		N		N		Y								N		N		N		N
		2023		43%		41%		63%		100%						100%		14%		46%		47%
		2024		43%		41%		63%		100%						100%		14%		46%		47%

The percent of **Jenks** Elementary 3rd grade students who achieve Meets and above in Math will increase from **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			74%	76%	78%	80%
Actual	64%	73%	66%	69%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Jenks	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	11	64%	73	53%	58	76%	0		69	93%	0		5	80%	22	45%	23	74%	103	69%
		2021 Actual	23	52%	69	45%	41	66%	1	0%	70	90%	0		13	77%	32	38%	38	39%	105	58%
		2022 Target		64%		63%		76%				93%				80%		45%		74%		79%
		2022 Actual	21	67%	64	52%	48	67%	3	67%	59	88%	2	100%	10	70%	21	33%	31	52%	86	65%
		Met Target		Y		N		N				N				N		N		N		N
		2023		64%		68%		77%				95%				80%		45%		74%		79%
		2024		64%		73%		77%				95%				80%		45%		74%		84%

The percent of **Katy** Elementary 3rd grade students who achieve Meets and above in Math will increase from **63%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			64%	66%	68%	70%
Actual	62%	63%	50%	49%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%	
Katy	3rd Grade Math At Meets or Above	2019 Actual	4	50%	26	31%	79	73%	0		1	0%	1	100%	4	100%	16	19%	19	37%	13	38%
		2021 Actual	6	33%	15	33%	70	54%	1	0%	3	67%	0		1	100%	18	22%	13	15%	5	60%
		2022 Target		50%		41%		83%				0%		100%		100%		19%		37%		38%
		2022 Actual	6	17%	22	45%	68	53%	0		0		1	100%	2	50%	25	28%	27	33%	4	25%
		Met Target		N		Y		N						Y		N		Y		N		N
		2023		50%		46%		63%				0%		100%		100%		19%		43%		38%
		2024		50%		51%		63%				0%		100%		100%		19%		43%		38%

The percent of **Kilpatrick** Elementary 3rd grade students who achieve Meets and above in Math will increase from **88%** to **95%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			89%	91%	93%	95%
Actual	85%	88%	77%	80%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%	
Kilpatrick	3rd Grade Math At Meets or Above	2019 Actual	6	67%	37	84%	70	83%	0		71	97%	0		6	83%	18	61%	16	75%	68	93%
		2021 Actual	11	64%	40	63%	55	82%	0		51	88%	0		5	40%	21	52%	12	33%	62	76%
		2022 Target		67%		94%		93%				97%				83%		61%		75%		93%
		2022 Actual	4	50%	41	71%	50	82%	0		60	90%	0		20	70%	33	70%	29	62%	57	77%
		Met Target		N		N		N				N				N		Y		N		N
		2023		67%		94%		95%				95%				83%		61%		72%		95%
		2024		67%		95%		95%				95%				83%		61%		72%		95%

The percent of **King** Elementary 3rd grade students who achieve Meets and above in Math will increase from **43%** to **50%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			44%	46%	48%	50%
Actual	36%	43%	29%	33%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
King	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	23	39%	84	35%	43	56%	2	100%	3	100%	1	0%	6	33%	15	13%	88	36%	61	26%
		2021 Actual	19	21%	85	26%	21	29%	0		9	78%	0		3	33%	20	10%	74	31%	54	35%
		2022 Target		39%		40%		61%		100%		100%		0%		33%		13%		36%		41%
		2022 Actual	20	40%	72	25%	22	41%	1	0%	9	56%	1	0%	4	50%	24	4%	78	27%	48	19%
		Met Target		Y		N		N		N		N				Y		N		N		N
		2023		39%		35%		61%		100%		100%		0%		33%		13%		41%		29%
		2024		39%		35%		61%		100%		100%		0%		33%		13%		46%		29%

The percent of **Leonard** Elementary 3rd grade students who achieve Meets and above in Math will increase from **34%** to **39%** by July 2024.

	2021	2022	2023	2024
Goal		35%	38%	39%
Actual	34%	37%		
Met Goal		Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Leonard	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2021 Actual	43	23%	52	35%	21	43%	0		8	75%	0		3	0%	19	11%	65	23%	28	39%
		2022 Target		28%		35%		43%				75%				0%		11%		33%		39%
		2022 Actual	74	31%	93	35%	26	38%	0		18	78%	0		7	14%	44	14%	137	30%	66	42%
		Met Target		Y		Y		N				Y						Y		N		Y
		2023		28%		40%		48%				75%				0%		24%		38%		39%
		2024		33%		40%		48%				75%				0%		24%		38%		44%

The percent of **Mayde Creek** Elementary 3rd grade students who achieve Meets and above in Math will increase from **22%** to **29%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			23%	25%	27%	29%
Actual	52%	22%	24%	21%		
Met Goal			Y	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Mayde Creek	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	35	23%	70	14%	21	38%	1	0%	7	57%	0		3	0%	23	13%	100	17%	51	20%
		2021 Actual	26	15%	40	10%	15	60%	0		10	50%	0		5	20%	19	11%	63	17%	27	26%
		2022 Target		23%		34%		38%		0%		57%				0%		13%		27%		30%
		2022 Actual	49	16%	43	21%	14	29%	0		8	25%	0		3	33%	24	13%	92	14%	25	8%
		Met Target		N		N		N				N						N		N		N
		2023		23%		34%		38%		0%		57%				0%		13%		24%		18%
		2024		28%		39%		38%		0%		57%				0%		13%		24%		18%

The percent of **McElwain** Elementary 3rd grade students who achieve Meets and above in Math will increase from **25%** to **39%** by July 2024.

	2021	2022	2023	2024
Goal		3%	38%	39%
Actual	25%	37%		
Met Goal		Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
McElwain	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2021 Actual	28	36%	60	15%	19	42%	0		5	0%	0		2	50%	15	13%	44	18%	33	21%
		2022 Target		36%		25%		42%				0%				50%		13%		18%		31%
		2022 Actual	33	33%	78	28%	28	39%	0		14	71%	0		17	53%	25	4%	74	23%	33	24%
		Met Target		N		Y		N								Y		N		Y		N
		2023		36%		35%		49%				0%				50%		14%		28%		31%
		2024		36%		35%		49%				0%				50%		14%		33%		36%

The percent of **McRoberts** Elementary 3rd grade students who achieve Meets and above in Math will increase from **59%** to **66%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			60%	62%	64%	66%
Actual	57%	59%	31%	54%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
McRoberts	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	23	39%	67	61%	18	72%	1	100%	2	100%	0		2	50%	12	33%	80	58%	48	65%
		2021 Actual	20	30%	65	28%	12	50%	0		1	100%	0		1	0%	15	7%	73	29%	50	24%
		2022 Target		39%		66%		72%		100%		100%				50%		33%		68%		70%
		2022 Actual	19	53%	79	53%	5	60%	0		4	75%	0		2	50%	15	40%	88	50%	60	47%
		Met Target		Y		N		N				N				Y		Y		N		N
		2023		39%		71%		72%		100%		100%				50%		33%		60%		57%
		2024		39%		76%		72%		100%		100%				50%		33%		60%		57%

The percent of **Memorial Parkway** Elementary 3rd grade students who achieve Meets and above in Math will increase from **33%** to **42%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			34%	36%	41%	42%
Actual	43%	33%	28%	40%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Memorial Parkway	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	8	25%	91	31%	24	42%	0		5	40%	0		2	50%	17	12%	73	27%	78	29%
		2021 Actual	12	17%	95	26%	20	35%	0		4	50%	0		2	50%	17	12%	80	24%	80	25%
		2022 Target		25%		41%		42%				40%				50%		12%		32%		39%
		2022 Actual	5	40%	94	32%	23	65%	0		3	33%	0		8	63%	13	8%	107	36%	82	34%
		Met Target		Y		N		Y				N				Y		N		Y		N
		2023		25%		42%		42%				40%				50%		12%		37%		44%
		2024		25%		42%		42%				40%				50%		12%		42%		44%

The percent of **Morton Ranch** Elementary 3rd grade students who achieve Meets and above in Math will increase from **45%** to **52%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			46%	48%	50%	52%
Actual	53%	45%	30%	49%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Morton Ranch	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		28	46%	74	41%	33	52%	2	50%	11	64%	0		2	0%	20	5%	96	33%	76	41%
	2021 Actual		34	26%	88	30%	15	33%	0		8	50%	0		4	0%	23	13%	92	24%	70	34%
	2022 Target			46%		41%		62%		50%		64%				0%		5%		43%		41%
	2022 Actual		36	31%	118	50%	17	65%	0		9	67%	0		6	67%	18	17%	128	48%	95	49%
	Met Target			N		Y		Y				Y						Y		Y		Y
	2023			41%		46%		62%		50%		64%				0%		5%		43%		59%
	2024			41%		51%		62%		50%		64%				0%		5%		48%		59%

The percent of **Nottingham** Elementary 3rd grade students who achieve Meets and above in Math will increase from **56%** to **63%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			57%	59%	61%	63%
Actual	51%	56%	54%	53%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Nottingham	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		11	27%	21	38%	78	60%	0		15	87%	0		5	40%	25	40%	30	30%	25	56%
	2021 Actual		11	45%	22	41%	75	56%	0		12	67%	1	100%	4	50%	17	18%	34	41%	18	50%
	2022 Target			27%		38%		60%				87%				40%		50%		40%		56%
	2022 Actual		9	11%	21	67%	71	51%	0		5	100%	0		5	60%	24	21%	30	37%	4	50%
	Met Target			N		Y		N				Y				Y		N		N		N
	2023			27%		38%		61%				87%				40%		55%		47%		56%
	2024			27%		38%		61%				87%				40%		60%		47%		56%

The percent of **Pattison** Elementary 3rd grade students who achieve Meets and above in Math will increase from **81%** to **88%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			82%	84%	86%	88%
Actual	86%	81%	63%	77%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Pattison	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		11	36%	22	73%	103	83%	0		50	88%	0		6	83%	8	50%	28	61%	53	72%
	2021 Actual		10	20%	29	48%	73	66%	0		47	77%	0		8	75%	18	50%	24	29%	52	56%
	2022 Target			36%		73%		83%				88%				83%		50%		71%		82%
	2022 Actual		13	46%	36	64%	90	83%	0		49	82%	0		7	86%	24	58%	38	53%	62	76%
	Met Target			Y		N		N				N				Y		Y		N		N
	2023			36%		73%		83%				92%				83%		50%		63%		87%
	2024			36%		73%		88%				92%				83%		50%		63%		87%

The percent of **Randolph** Elementary 3rd grade students who achieve Meets and above in Math will increase from **86%** to **93%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			87%	89%	91%	93%
Actual	78%	86%	71%	75%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Randolph	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		8	88%	16	94%	116	82%	1	100%	22	91%	0		13	100%	15	73%	7	100%	16	94%
	2021 Actual		4	50%	33	76%	101	67%	0		28	75%	0		19	79%	22	41%	12	67%	22	73%
	2022 Target			88%		94%		92%		100%		91%				100%		73%		100%		94%
	2022 Actual		8	88%	29	79%	102	71%	0		24	88%	0		11	73%	38	47%	14	64%	13	77%
	Met Target			Y		N		N				N				N		N		N		N
	2023			88%		94%		81%		100%		91%				100%		57%		100%		94%
	2024			88%		94%		81%		100%		91%				100%		57%		100%		94%

The percent of **Rhoads** Elementary 3rd grade students who achieve Meets and above in Math will increase from **38%** to **45%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			39%	41%	43%	45%
Actual	51%	38%	24%	31%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Rhoads	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	23	30%	101	37%	17	47%	0		9	44%	1	0%	3	100%	18	11%	117	34%	92	34%
		2021 Actual	22	23%	67	19%	18	33%	0		4	50%	0		6	33%	22	5%	88	17%	55	24%
		2022 Target		30%		42%		47%				44%		0%		100%		11%		39%		44%
		2022 Actual	21	19%	79	30%	12	58%	1	0%	3	0%	0		3	67%	27	4%	97	25%	52	37%
		Met Target		N		N		Y				N				N		N		N		N
		2023		30%		47%		47%				44%		0%		100%		14%		35%		44%
		2024		30%		47%		47%				44%		0%		100%		14%		35%		49%

The percent of **Robertson** Elementary 3rd grade students who achieve Meets and above in Math will increase from **60%** to **61%** by July 2024.

Goal	2023	2024
	60%	61%

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Robertson	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
		2023		61%		56%		73%			84%				0%		30%		60%		33%
		2024		61%		61%		78%			84%				0%		30%		60%		33%

The percent of **Rylander** Elementary 3rd grade students who achieve Meets and above in Math will increase from **69%** to **76%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			70%	72%	74%	76%
Actual	70%	69%	57%	67%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Rylander	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	19	53%	36	50%	76	75%	0		29	90%	0		7	57%	19	26%	39	51%	38	74%
		2021 Actual	12	25%	32	47%	47	70%	0		36	61%	0		10	50%	23	22%	42	40%	49	59%
		2022 Target		53%		60%		75%				90%				57%		26%		61%		74%
		2022 Actual	12	58%	64	63%	56	71%	0		21	71%	0		7	71%	25	20%	71	58%	62	61%
		Met Target		Y		Y		N				N				Y		N		N		N
		2023		53%		65%		75%				90%				57%		30%		68%		74%
		2024		53%		70%		75%				90%				57%		30%		68%		74%

The percent of **Schmalz** Elementary 3rd grade students who achieve Meets and above in Math will increase from **35%** to **42%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			36%	38%	40%	42%
Actual	43%	35%	21%	34%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Schmalz	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	45	18%	98	34%	29	59%	1	0%	17	47%	0		5	40%	20	15%	130	30%	87	38%
		2021 Actual	42	12%	81	21%	21	52%	0		13	8%	0		11	18%	21	10%	108	19%	68	21%
		2022 Target		33%		39%		59%		0%		47%				40%		15%		35%		38%
		2022 Actual	68	25%	96	39%	24	33%	1	0%	7	43%	0		9	44%	26	12%	160	26%	73	38%
		Met Target		N		N		N				N				Y		N		N		Y
		2023		33%		44%		59%		0%		47%				40%		22%		36%		43%
		2024		33%		44%		64%		0%		47%				40%		22%		36%		43%

The percent of **Shafer** Elementary 3rd grade students who achieve Meets and above in Math will increase from **79%** to **86%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			80%	82%	84%	86%
Actual	81%	79%	75%	80%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Shafer	3rd Grade Math At Meets or Above	2019 Actual	19	68%	37	73%	72	74%	1	100%	57	96%	0		9	67%	14	14%	21	76%	56	84%
		2021 Actual	16	63%	22	59%	64	84%	0		55	75%	1	0%	6	83%	15	40%	30	60%	54	65%
		2022 Target		68%		83%		84%		100%		96%				67%		14%		76%		84%
		2022 Actual	24	58%	22	73%	69	77%	0		68	94%	0		17	76%	29	59%	41	76%	52	81%
		Met Target		N		N		N				N				Y		Y		N		N
		2023		68%		88%		89%		100%		96%				67%		69%		86%		84%
		2024		68%		93%		89%		100%		96%				67%		69%		86%		89%

The percent of **Stanley** Elementary 3rd grade students who achieve Meets and above in Math will increase from **84%** to **91%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			85%	87%	89%	91%
Actual	83%	84%	75%	77%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Stanley	3rd Grade Math At Meets or Above	2019 Actual	5	80%	37	70%	58	81%	0		53	96%	0		4	100%	15	53%	10	70%	36	83%
		2021 Actual	5	40%	20	65%	64	80%	1	100%	52	79%	0		10	60%	20	40%	12	42%	36	72%
		2022 Target		80%		80%		86%				96%				100%		53%		70%		88%
		2022 Actual	5	60%	26	65%	48	67%	0		53	96%	0		5	60%	16	50%	16	50%	30	83%
		Met Target		N		N		N				Y				N		N		N		N
		2023		80%		75%		77%				96%				100%		53%		70%		88%
		2024		80%		75%		77%				96%				100%		53%		70%		93%

The percent of **Stephens** Elementary 3rd grade students who achieve Meets and above in Math will increase from **40%** to **47%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			41%	43%	45%	47%
Actual	50%	40%	45%	43%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Stephens	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
Stephens	3rd Grade Math At Meets or Above	2019 Actual	13	15%	76	45%	11	45%	3	0%	4	75%	0		2	0%	19	21%	78	38%	52	52%
		2021 Actual	15	40%	56	45%	14	50%	1	0%	7	57%	0		1	0%	26	8%	66	42%	51	49%
		2022 Target		15%		55%		45%		0%		75%				0%		21%		48%		52%
		2022 Actual	10	30%	62	44%	11	45%	1	100%	7	57%	0		1	0%	25	20%	67	37%	51	49%
		Met Target		Y		N		Y				N						N		N		N
		2023		15%		55%		45%		0%		75%				0%		30%		47%		57%
		2024		15%		60%		45%		0%		75%				0%		30%		47%		57%

The percent of **Sundown** Elementary 3rd grade students who achieve Meets and above in Math will increase from **39%** to **46%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			40%	42%	44%	46%
Actual	43%	39%	17%	31%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Sundown	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
Sundown	3rd Grade Math At Meets or Above	2019 Actual	11	55%	74	35%	14	43%	1	0%	4	75%	0		2	0%	26	15%	85	36%	61	49%
		2021 Actual	16	31%	76	13%	12	25%	0		2	50%	0		3	0%	31	3%	85	15%	51	12%
		2022 Target		55%		40%		43%		0%		75%				0%		25%		41%		49%
		2022 Actual	17	12%	75	28%	9	78%	1	100%	2	50%	0		0		31	23%	83	29%	48	29%
		Met Target		N		N		Y				N						N		N		N
		2023		55%		38%		43%		0%		75%				0%		30%		41%		39%
		2024		55%		38%		43%		0%		75%				0%		35%		46%		39%

The percent of **West Memorial** Elementary 3rd grade students who achieve Meets and above in Math will increase from **58%** to **65%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			59%	61%	63%	65%
Actual	38%	58%	18%	38%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		West Memorial	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		25	48%	47	55%	54	61%	0		9	89%	0		6	50%	13	23%	66	53%	33	64%
	2021 Actual		28	11%	46	17%	22	18%	0		11	36%	0		7	14%	18	0%	65	14%	30	33%
	2022 Target			58%		60%		61%				89%				50%		23%		58%		64%
	2022 Actual		31	16%	54	43%	30	57%	0		7	57%	0		9	11%	24	21%	85	27%	38	47%
	Met Target			N		N		N				N				N		N		N		N
	2023			26%		60%		61%				89%				50%		23%		37%		64%
	2024			26%		65%		66%				89%				50%		23%		37%		64%

The percent of **Williams** Elementary 3rd grade students who achieve Meets and above in Math will increase from **63%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			64%	66%	68%	70%
Actual	75%	63%	44%	54%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Williams	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		7	0%	47	47%	67	75%	0		15	93%	0		4	50%	11	27%	34	44%	49	55%
	2021 Actual		5	0%	53	38%	60	48%	0		14	79%	0		7	14%	16	13%	39	23%	55	45%
	2022 Target			0%		57%		75%				93%				50%		27%		54%		55%
	2022 Actual		2	0%	49	37%	70	66%	0		10	60%	0		7	57%	22	32%	46	37%	48	42%
	Met Target					N		N				N				Y		Y		N		N
	2023			0%		47%		75%				93%				50%		27%		47%		60%
	2024			0%		47%		75%				93%				50%		27%		47%		60%

The percent of **Wilson** Elementary 3rd grade students who achieve Meets and above in Math will increase from **80%** to **87%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			81%	83%	85%	87%
Actual	84%	80%	81%	84%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Wilson	3rd Grade Math At Meets or Above	2019 Actual	9	89%	37	89%	62	68%	1	100%	37	95%	1	0%	5	60%	15	40%	10	70%	39	90%
		2021 Actual	16	75%	31	74%	51	78%	0		39	90%	0		4	100%	12	83%	15	67%	38	71%
		2022 Target		89%		94%		78%		100%		95%		0%		60%		40%		70%		95%
		2022 Actual	17	65%	70	77%	55	87%	1	100%	55	98%	0		4	25%	25	64%	38	79%	68	81%
		Met Target		N		N		Y		Y		Y				N		Y		Y		N
		2023		89%		87%		83%		100%		95%		0%		60%		74%		70%		95%
		2024		89%		87%		88%		100%		95%		0%		60%		74%		70%		95%

The percent of **Winborn** Elementary 3rd grade students who achieve Meets and above in Math will increase from **34%** to **41%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			35%	37%	39%	41%
Actual	41%	34%	29%	37%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Winborn	3rd Grade Math At Meets or Above	2019 Actual	13	31%	44	34%	43	30%	0		6	67%	0		12	33%	17	6%	55	33%	24	33%
		2021 Actual	14	14%	35	23%	28	39%	0		5	60%	0		3	33%	15	7%	43	14%	10	30%
		2022 Target		31%		39%		50%				67%				33%		6%		38%		33%
		2022 Actual	23	26%	45	33%	26	50%	1	0%	4	75%	0		6	33%	33	15%	70	24%	14	29%
		Met Target		N		N		N			Y					Y		Y		N		N
		2023		31%		44%		60%				67%				33%		6%		34%		33%
		2024		31%		44%		60%				67%				33%		6%		34%		33%

The percent of **Wolfe** Elementary 3rd grade students who achieve Meets and above in Math will increase from **63%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			64%	66%	68%	70%
Actual	35%	63%	28%	39%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP		
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
Wolfe	3rd Grade Math At Meets or Above	2019 Actual	15	40%	12	50%	15	93%	0		2	100%	0		2	50%	5	40%	20	30%	4	25%	
		2021 Actual	16	13%	22	14%	20	55%	0		2	50%	0		0		11	18%	32	13%	12	25%	
		2022 Target		40%		50%		93%				100%				50%		40%		30%		25%	
		2022 Actual	11	18%	25	8%	15	73%	0		5	100%	0		3	100%	12	33%	37	22%	15	27%	
		Met Target		N		N		N				Y				Y		N		N		Y	
		2023		40%		18%		93%				100%				50%		40%		32%			25%
		2024		40%		18%		93%				100%				50%		40%		32%			25%

The percent of **Wolman** Elementary 3rd grade students who achieve Meets and above in Math will increase from **80%** to **87%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			81%	83%	85%	87%
Actual	78%	80%	72%	79%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP		
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
Wolman	3rd Grade Math At Meets or Above	2019 Actual	5	60%	20	85%	114	79%	1	100%	12	83%	1	100%	4	75%	20	60%	6	50%	13	85%	
		2021 Actual	9	22%	19	58%	103	77%	0		14	86%	0		4	75%	25	52%	14	50%	14	71%	
		2022 Target		60%		85%		89%		100%		83%		100%		75%		60%		50%		85%	
		2022 Actual	13	77%	23	87%	114	77%	0		15	80%	0		5	80%	24	50%	17	59%	15	80%	
		Met Target		Y		Y		N				N				Y		N		Y		N	
		2023		60%		85%		87%		100%		83%		100%		75%		60%		50%			85%
		2024		60%		85%		87%		100%		83%		100%		75%		60%		50%			85%

The percent of **WoodCreek** Elementary 3rd grade students who achieve Meets and above in Math will increase from **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			74%	76%	78%	80%
Actual	79%	73%	61%	73%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
WoodCreek	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	22	64%	37	65%	81	72%	2	100%	54	85%	0		7	71%	34	38%	22	32%	46	76%
		2021 Actual	20	45%	31	55%	54	63%	0		52	69%	0		15	60%	24	29%	26	23%	29	52%
		2022 Target		64%		75%		72%		100%		85%				71%		48%		32%		76%
		2022 Actual	24	71%	32	66%	78	67%	0		70	83%	0		17	76%	24	33%	41	59%	38	79%
		Met Target		Y		N		N				N				Y		N		Y		Y
		2023		64%		75%		77%		100%		93%				71%		53%		32%		76%
		2024		64%		80%		77%		100%		93%				71%		58%		32%		76%



High School

College, Career, and Military Readiness

The percent of **Katy ISD** High School students who achieve the CCMR target will increase from **74%** to **81%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		75%	77%	79%	81%
Goal Scaled		94	94	95	95
Actual Component	74%	72%	76%		
Actual Scaled	94	93	94		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Katy ISD	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	591	56%	1,901	64%	2,121	78%	16	66%	706	92%	8	75%	171	74%	366	30%	1,540	57%	384	57%
		2021 Actual	725	54%	2,121	63%	1,981	76%	18	44%	837	90%	13	62%	159	74%	453	72%	1,884	55%	665	53%
		2022 Target		61%		64%		78%		66%		92%		75%		74%		40%		57%		62%
		2022 Actual	750	53%	2226	67%	2039	80%	13	85%	910	91%	9	89%	164	71%	545	70%	1981	59%	820	58%
		Met Target		N		Y		Y		Y		N		Y		N		Y		Y		N
		2023 Target		63%		64%		78%		66%		92%		75%		74%		45%		62%		68%
		2024 Target		63%		64%		78%		66%		92%		75%		74%		45%		62%		68%

* Data source Domain 3

The percent of **Cinco Ranch** High School students who achieve the CCMR target will increase from **85%** to **92%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		86%	88%	90%	92%
Goal Scaled		97	97	98	98
Actual Component	85%	82%	82%		
Actual Scaled	96	96	96		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Cinco Ranch	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	69	68%	170	81%	375	87%	1	50%	118	95%	2	50%	35	71%	40	30%	174	77%	48	71%
		2021 Actual	60	73%	231	74%	355	83%	2	50%	135	90%	2	0%	27	85%	44	43%	156	70%	91	62%
		2022 Target		73%		81%		87%		50%		95%		50%		71%		40%		77%		76%
		2022 Actual	59	59%	244	78%	320	82%	1	100%	138	93%	1	0%	37	81%	65	72%	184	70%	122	65%
		Met Target		N		N		N		Y		N		N		Y		Y		N		N
		2023 Target		69%		81%		87%		50%		95%		50%		76%		45%		77%		75%
		2024 Target		69%		81%		87%		50%		95%		50%		76%		45%		77%		75%

* Data source Domain 3

The percent of **Jordan** High School students who achieve the CCMR target will increase from **84%** to **94%** by July 2024.

	2022	2023	2024
Goal Component		92%	94%
Goal Scaled		98	99
Actual Component	84%		
Actual Scaled	96		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Jordan	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2022 Actual	100	75%	250	78%	390	82%	1	0%	211	94%			22	68%	72	64%	113	66%	63	59%
		2023 Target		75%		84%		86%		100%		94%		100%		90%		74%		73%		69%
		2024 Target																				

* Data source Domain 3

The percent of **Katy** High School students who achieve the CCMR target will increase from **69%** to **83%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		70%	72%	82%	83%
Goal Scaled		93	93	96	96
Actual Component	69%	72%	81%		
Actual Scaled	92	93	95		
Met Goal		Y	Y		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Katy	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	74	53%	279	63%	395	72%	2	100%	33	79%			29	71%	83	36%	213	58%	28	45%
		2021 Actual	64	53%	277	63%	390	77%	5	40%	38	84%	2	100%	31	68%	79	84%	246	59%	70	56%
		2022 Target		53%		63%		72%		100%		79%				71%		46%		58%		55%
		2022 Actual	77	65%	287	70%	358	85%	1	100%	39	87%	2	100%	19	68%	94	74%	258	69%	89	62%
		Met Target		Y		Y		Y		Y		Y				N		Y		Y		Y
		2023 Target		75%		63%		72%		100%		79%		100%		71%		51%		58%		72%
		2024 Target		75%		63%		72%		100%		79%		100%		71%		51%		58%		72%

* Data source Domain 3

The percent of **Mayde Creek** High School students who achieve the CCMR target will increase from **57%** to **64%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		58%	60%	62%	64%
Goal Scaled		88	90	91	91
Actual Component	57%	52%	59%		
Actual Scaled	87	83	89		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Mayde Creek	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	95	43%	362	53%	116	63%	3	67%	35	83%	1	100%	9	56%	64	16%	333	53%	60	43%
		2021 Actual	137	40%	400	53%	111	47%	2	0%	58	74%	1	0%	11	45%	70	74%	455	49%	112	36%
		2022 Target		48%		53%		63%		67%		83%		100%		56%		26%		53%		48%
		2022 Actual	143	36%	395	58%	95	62%	5	80%	60	72%	2	100%	15	73%	73	55%	460	53%	164	45%
		Met Target		N		Y		N		Y		N		Y		Y		Y		Y		N
		2023 Target		48%		53%		72%		67%		82%		100%		56%		31%		53%		53%
		2024 Target		48%		53%		72%		67%		82%		100%		56%		31%		53%		53%

* Data source Domain 3

The percent of **Morton Ranch** High School students who achieve the CCMR target will increase from **58%** to **65%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		59%	61%	63%	65%
Goal Scaled		89	90	91	91
Actual Component	58%	51%	51%		
Actual Scaled	88	82	82		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Morton Ranch	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	165	47%	454	57%	149	58%			54	81%	1	100%	23	57%	69	28%	460	54%	93	50%
		2021 Actual	124	41%	363	48%	101	53%			39	74%	2	50%	10	60%	71	79%	391	48%	107	35%
		2022 Target		52%		57%		58%				81%		100%		57%		38%		54%		55%
		2022 Actual	114	40%	336	49%	97	52%	2	100%	35	60%			10	30%	65	78%	358	49%	119	41%
		Met Target		N		N		N				N				N		Y		N		N
		2023 Target		57%		57%		62%		100%		70%		100%		57%		43%		54%		55%
		2024 Target		57%		57%		62%		100%		70%		100%		57%		43%		54%		55%

* Data source Domain 3

The percent of **Paetow** High School students who achieve the CCMR target will increase from **55%** to **64%** by July 2024.

	2021	2022	2023	2024
Goal Component		56%	63%	64%
Goal Scaled		87	91	91
Actual Component	55%	62%		
Actual Scaled	86	91		
Met Goal		Y		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Paetow	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
	2021 Actual	126	49%	200	53%	73	59%	2	50%	28	79%	1	100%	6	50%	26	85%	249	52%	58	55%
	2022 Target		54%		53%		59%		50%		79%		100%		50%		85%		57%		55%
	2022 Actual	123	50%	271	62%	102	68%			29	79%			9	22%	60	83%	268	55%	81	62%
	Met Target		N		Y		Y				Y				N		N		N		Y
	2023 Target		60%		58%		59%		50%		89%		100%		50%		85%		57%		55%
	2024 Target		60%		58%		59%		50%		89%		100%		50%		85%		57%		55%

* Data source Domain 3

The percent of **Seven Lakes** High School students who achieve the CCMR target will increase from **89%** to **95%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		90%	92%	94%	95%
Goal Scaled		98	98	99	99
Actual Component	89%	89%	91%		
Actual Scaled	97	97	98		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Seven Lakes	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
	2019 Actual	57	89%	205	84%	336	87%	3	100%	221	96%			20	95%	36	47%	93	74%	50	73%
	2021 Actual	71	75%	220	87%	305	88%	3	100%	220	95%			23	96%	59	92%	100	74%	76	75%
	2022 Target		89%		84%		87%		100%		96%				95%		57%		79%		78%
	2022 Actual	58	71%	247	85%	343	90%	2	100%	271	100%	2	100%	25	84%	52	77%	134	73%	102	80%
	Met Target		N		Y		Y		Y		N				N		Y		N		Y
	2023 Target		81%		84%		87%		100%		96%		100%		95%		62%		83%		83%
2024 Target		81%		84%		87%		100%		96%		100%		95%		62%		83%		83%	

* Data source Domain 3

The percent of **Taylor** High School students who achieve the CCMR target will increase from **82%** to **89%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		83%	85%	87%	89%
Goal Scaled		96	96	97	97
Actual Component	82%	72%	77%		
Actual Scaled	96	93	94		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Taylor	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	48	68%	170	69%	367	83%	6	33%	117	92%	2	100%	23	76%	38	29%	145	67%	59	53%
		2021 Actual	65	57%	195	63%	297	71%	2	0%	119	90%	3	67%	24	75%	53	62%	193	59%	83	51%
		2022 Target		68%		69%		83%		33%		92%		100%		76%		39%		67%		63%
		2022 Actual	76	47%	196	69%	334	79%	1	100%	127	89%	2	100%	27	81%	64	61%	206	58%	80	61%
		Met Target		N		Y		N				N		Y		Y		Y		N		N
		2023 Target		57%		69%		83%		33%		92%		100%		76%		44%		68%		68%
		2024 Target		57%		69%		83%		33%		92%		100%		76%		44%		68%		68%

* Data source Domain 3

The percent of **Tompkins** High School students who achieve the CCMR target will increase from **87%** to **94%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		88%	90%	92%	94%
Goal Scaled		97	98	98	99
Actual Component	87%	84%	84%		
Actual Scaled	97	96	96		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Tompkins	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	58	70%	185	84%	318	86%	1	100%	126	94%	1	100%	30	90%	25	34%	42	63%	35	83%
		2021 Actual	78	69%	235	77%	349	83%	2	50%	200	97%	2	100%	27	74%	51	49%	94	56%	68	74%
		2022 Target		70%		84%		86%		100%		94%		100%		90%		44%		73%		83%
		2022 Actual	100	75%	250	78%	390	82%	1	0%	211	94%			22	68%	72	64%	113	66%	63	59%
		Met Target		Y		N		N		N		Y		Y		N		Y		N		N
		2023 Target		75%		84%		86%		100%		94%		100%		90%		74%		73%		69%
		2024 Target		75%		84%		86%		100%		94%		100%		90%		74%		73%		69%

* Data source Domain 3